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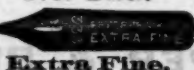
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THE VOICES OF THE WATERS.*

By MISS MAY MACKINTOSH.

The ocean spake to the ocean
In thunder along the shore,
"Well met! O brother waters!
We've been round this Earth once more!
From Old World to New a message
We bring, by our couriers fleet,—
The waves,—ever onward dashing,
Till they kiss the old Earth's feet.
Hear from Danube, and Rhine, and Tagus,
A thousand voices rise
To tell of their wondrous journey
From the raindrop to the skies.
They tell of the snow-clad mountains;—
The little brook's eager haste
As, with many a leap and tumble,
It caught the brother it chased.
Still on, ever faster and faster,
Till the mountains are left behind,
And the brothers flow onward together
Through fields, where the laboring hind
Never heeds all their laughter and chatter,
Though they leave him a blessing behind.
Then on, grown stronger and wider,
They flow, with deepening tide,

*This poem was suggested by Miss Cate's Geography Talks, at
the Asbury Park Summer School.

They flow past noble cities,
And then—they reach the sea!
'Joy! joy! roars the Father of Waters,
'My children come back to me!'
They come not empty-handed,
But with richest gifts, to show
Earth's thanks for the priceless blessings
They leave as they onward flow.
And here they fain would linger;
But soon they feel the Sun;
And they know that he's gently calling,
'Your work is not yet done.'
So, ready once more for their journey,
They leave old Ocean's breast;
And climbing their misty ladder,
They would fain in the heavens find rest.
But at last they learn the lesson
That labor for others is best;
And, joining the mighty chorus,
They seek no more for rest!"
Till, on their sparkling waters,
The ships of the ocean ride.

THAT teacher who does not plan to interest his pupils will make a failure. Children are not sponges to soak up facts. They are beings that grow under fixed laws. Froebel recognized the value, the educational value, mark it, of play; he organized play so that it became a force, a power. Teachers had considered up to that time, and some, even now, think play to be the means employed by the devil to thwart the efforts to improve the condition of young humanity. Said a teacher, lately: "I would have a first-rate school if the scholars did not like to play so much." It is a good sign when the water runs rollicking among the stones; it needs to be dammed up, and power is gained. The water that is sluggish, or scarcely flows at all, will never turn a mill. The love of play was put in the child by his Creator for a great purpose.

GOOD women have sharper eyes, as well as more sympathetic hearts, than men, and when appointed on school boards are certain to accomplish what the sterner sex either cannot, or will not, do. An incident illustrating this fact recently occurred in this city. A janitor of one of the schools came with a complaint to the principal. He said he had been janitor of that building for nineteen years, and no one had ever asked to see the basement until one of the women of the school board came recently, and said she wanted to make an examination. "And that basement wasn't in a fit condition for any one to see," he added, plaintively. It is the opinion of the best men in this city that the appointment of women as school commissioners was a wise one, and Mayor Grace builded wiser than he knew when he inaugurated the departure. Most of the teachers of our schools are women, and it would seem to follow as a consequence that most of those who supervise them should also be women.

CHAIRMAN HOLT, of the committee on courses of study in this city, in his report in favor of adopting a system of manual training as a part of the course of school education says that "a certain amount of work—some application of mental power through the bodily powers, some production of physical results of thought and intention, implying the training of the senses, especially through the hand and the eye—is needed to produce a well-trained mind." Mr. Holt means to say that the mind should be trained through the senses. This is axiomatic. The mind can be reached in no other way. An education by doing is the only education possible. Manual training simply means education, and as a reform, implies that much that has gone as genuine under this name was only its counterfeit. It needs to be said over again and again, that the

mind must get knowledge through the senses, and is trained only by their constant use. The child that gets and never gives cannot be educated. Thinking is the result of sense activity, and the exercise of giving the product of mental doing is the only means of giving the mind breadth and power; in other words it is the only way of educating it. Getting impressions through all the avenues to the mind, and giving through the same avenues all that the mind has worked up is, and always must be education.

A GOOD brother recently prayed in meeting for the absent "who were prostrated on beds of sickness and sofas of wellness." Another brother several years ago prayed for his minister that he might be given spiritual and especially mental strength, "for O Lord, thou knowest how long we have been fed from an empty spoon!" Both of these brothers expressed the two greatest impediments to progress—indolence and inefficiency. The activity of an incapacity does more harm than laziness. The inactivity of efficiency is the saddest sight in the world. A man who can, but will not, is a criminal. Two great obstacles to-day hindering the bettering of school work and its permanence and pay are—want of training, and want of brains. The first can be remedied, the second cannot. When stupidity gets firmly seated in a teacher's chair there is no hope, but of bright intellects, there is great encouragement. Thought governs the steps of educational progress. An intelligent teacher, when partly aroused on meeting with a new idea, says: "I'll think about it;" but the stupid teacher dismisses every innovation with a sneer of stolid indifference. We want thought in the school-room, and our pupils will not then either feed themselves, or be fed with empty spoons.

HOW to bring the subjects of religion and morality before the people was discussed by the "Christian Workers' Convention," in this city. It was recognized that improved methods were needed by the churches. "Ministerial Training—What it Should Be," was the main theme. A speaker said: "Want of business ability is characteristic of almost every minister, and the failure of Christianity, where it does fail, results from the separating of practice from theory in theological seminaries. These pay too much attention to formulating abstract theories of life. The professor does not know how to train the student's eye to look beyond the instruments he uses. He keeps his students admiring the telescope. Alas! for a theological student who has a mere Greek professor for an instructor. Students go into the world knowing a great deal of a system of study. They look to find facts to buttress up their own system of theology. In many cases between the young commencing minister and his hearers is a great gulf fixed. He is intellectual, he is scientific, but his education has shut him out from the minds to which he would minister. What the people want to know is the facts of the Bible in relation to natural law, but the new preacher is fitted with a ready-made system of theology which is so old-fashioned that his hearers cannot understand even the words in which it is described. Then there is a lack of a genuine effort to generate spiritual life in theological seminaries. Perhaps it is thought that the consideration of the subjects studied will make students holy."

Now, these points can be made out against our normal school instruction. Students graduate and know a good deal about geometry and chemistry, etc.; some of them feel that they know so much that it would be a waste of time for them to go to the common schools. The normal school is to get a LESSON. It is the same as getting into the consciousness?—to learn to lift him or media does externality present are the necessities to the formation

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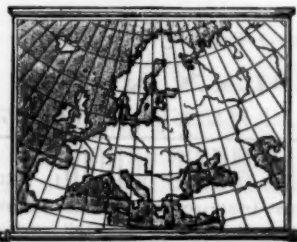
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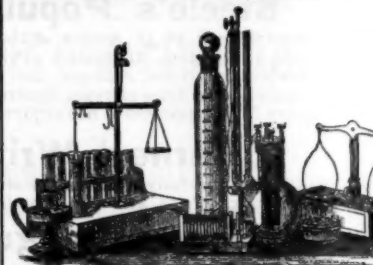
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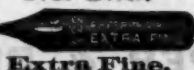
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ESTABLISHED 1870.

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New York, October 1, 1887.

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The SCHOOL JOURNAL is sent regularly to its
subscribers until a definite order to discontinue
is received, and all arrears are paid in full.

THE VOICES OF THE WATERS.*

By MISS MAY MACKINTOSH.

The ocean spake to the ocean
In thunder along the shore,
"Well met! O brother waters!
We've been round this Earth once more!
From Old World to New a message
We bring, by our couriers fleet,—
The waves,—ever onward dashing,
Till they kiss the old Earth's feet.
Hear from Danube, and Rhine, and Tagus,
A thousand voices rise
To tell of their wondrous journey
From the raindrop to the skies.
They tell of the snow-clad mountains;—
The little brook's eager haste
As, with many a leap and tumble,
It caught the brother it chased.
Still on, ever faster and faster,
Till the mountains are left behind,
And the brothers flow onward together
Through fields, where the laboring hind
Never heeds all their laughter and chatter,
Though they leave him a blessing behind.
Then on, grown stronger and wider,
They flow, with deepening tide,

*This poem was suggested by Miss Cate's Geography Talks, at
the Asbury Park Summer School.

They flow past noble cities,
And then—they reach the sea!
'Joy! joy! roars the Father of Waters,
'My children come back to me!
They come not empty-handed,
But with richest gifts, to show
Earth's thanks for the priceless blessings
They leave as they onward flow.
And here they fain would linger;
But soon they feel the Sun;
And they know that he's gently calling,
'Your work is not yet done.'
So, ready once more for their journey,
They leave old Ocean's breast;
And climbing their misty ladder,
They would fain in the heavens find rest.
But at last they learn the lesson
That labor for others is best;
And, joining the mighty chorus,
They seek no more for rest!"
Till, on their sparkling waters,
The ships of the ocean ride.

THAT teacher who does not plan to interest his
pupils will make a failure. Children are not
sponges to soak up facts. They are beings that
grow under fixed laws. Froebel recognized the
value, the educational value, mark it, of play; he
organized play so that it became a force, a power.
Teachers had considered up to that time, and some,
even now, think play to be the means employed
by the devil to thwart the efforts to improve the
condition of young humanity. Said a teacher,
lately: "I would have a first-rate school if the
scholars did not like to play so much." It is a good
sign when the water runs rollicking among the
stones; it needs to be dammed up, and power is
gained. The water that is sluggish, or scarcely
flows at all, will never turn a mill. The love of play
was put in the child by his Creator for a great
purpose.

GOOD women have sharper eyes, as well as more
sympathetic hearts, than men, and when ap-
pointed on school boards are certain to accomplish
what the sterner sex either cannot, or will not, do.
An incident illustrating this fact recently occurred
in this city. A janitor of one of the schools came
with a complaint to the principal. He said he had
been janitor of that building for nineteen years,
and no one had ever asked to see the basement until
one of the women of the school board came recently,
and said she wanted to make an examination.
"And that basement wasn't in a fit condition for
any one to see," he added, plaintively. It is the
opinion of the best men in this city that the appoint-
ment of women as school commissioners was a wise
one, and Mayor Grace builded wiser than he knew
when he inaugurated the departure. Most of the
teachers of our schools are women, and it would
seem to follow as a consequence that most of those
who supervise them should also be women.

CHAIRMAN HOLT, of the committee on courses
of study in this city, in his report in favor of
adopting a system of manual training as a part of
the course of school education says that "a certain
amount of work—some application of mental power
through the bodily powers, some production of
physical results of thought and intention, implying
the training of the senses, especially through the
hand and the eye—is needed to produce a well-
trained mind." Mr. Holt means to say that the
mind should be trained through the senses. This is
axiomatic. The mind can be reached in no other
way. An education by doing is the only education
possible. Manual training simply means education,
and as a reform, implies that much that has gone
as genuine under this name was only its counterfeit.
It needs to be said over again and again, that the

mind must get knowledge through the senses, and
is trained only by their constant use. The child
that gets and never gives cannot be educated.
Thinking is the result of sense activity, and the
exercise of giving the product of mental doing is the
only means of giving the mind breadth and power;
in other words it is the only way of educating it.
Getting impressions through all the avenues to the
mind, and giving through the same avenues all that
the mind has worked up is, and always must be
education.

A GOOD brother recently prayed in meeting for
the absent "who were prostrated on beds of
sickness and sofas of wellness." Another brother sev-
eral years ago prayed for his minister that he might
be given spiritual and especially mental strength,
"for O Lord, thou knowest how long we have been
fed from an empty spoon!" Both of these brothers
expressed the two greatest impediments to progress
—indolence and inefficiency. The activity of an in-
capacity does more harm than laziness. The inac-
tivity of efficiency is the saddest sight in the world.
A man who can, but will not, is a criminal. Two
great obstacles to-day hindering the bettering of
school work and its permanence and pay are—want
of training, and want of brains. The first can be
remedied, the second cannot. When stupidity gets
firmly seated in a teacher's chair there is no hope,
but of bright intellects, there is great encourage-
ment. Thought governs the steps of educational
progress. An intelligent teacher, when partly
aroused on meeting with a new idea, says: "I'll
think about it;" but the stupid teacher dismisses
every innovation with a sneer of stolid indifference.
We want thought in the school-room, and our pupils
will not then either feed themselves, or be fed with
empty spoons.

HOW to bring the subjects of religion and moral-
ity before the people was discussed by the
"Christian Workers' Convention," in this city. It
was recognized that improved methods were needed
by the churches. "Ministerial Training—What it
Should Be," was the main theme. A speaker said:
"Want of business ability is characteristic of
almost every minister, and the failure of Christian-
ity, where it does fail, results from the separating of
practice from theory in theological seminaries.
These pay too much attention to formulating ab-
stract theories of life. The professor does not know
how to train the student's eye to look beyond the
instruments he uses. He keeps his students admir-
ing the telescope. Alas! for a theological student
who has a mere Greek professor for an instructor.
Students go into the world knowing a great deal of
a system of study. They look to find facts to
buttress up their own system of theology. In many
cases between the young commencing minister
and his hearers is a great gulf fixed. He is in-
tellectual, he is scientific, but his education has shut
him out from the minds to which he would minister.
What the people want to know is the facts of the
Bible in relation to natural law, but the new
preacher is fitted with a ready-made system of
theology which is so old-fashioned that his hearers
cannot understand even the words in which it is de-
scribed. Then there is a lack of a genuine effort to
generate spiritual life in theological seminaries.
Perhaps it is thought that the consideration of the
subjects studied will make students holy."

Now, these points can be made out against our
normal school instruction. Students graduate and
know a good deal about geometry and chemistry,
etc.; some of them feel that they know so much
that it would be a waste of time for them to attend
the common schools. The normal school is to get
him. It is the same as the student—to learn to lift

CAN POOR BOYS AND GIRLS "GET AN EDUCATION"?

The phrase "getting an education," as formerly used, meant going to some school and getting a diploma. When the young graduate went home she was said to have "finished her education," and ever after she moved like a goddess among her companions, surrounded by the aroma of a supposed educational superiority. The value of this sort of an "education," guaranteed by sheepskin testimonials and golden badges, has been rapidly depreciating in the world's market during the past twenty-five years. The holders of illuminated parchments have been found ignorant of the ways of this practical world, and without a sufficient quantity of brains to solve the every-day problems of common business life. An expensive education, secured through the costly instrumentalities of a fashionable boarding school, or the more expensive machinery of some of the first-class universities, has frequently been found to be sadly wanting in such elements as bring success in the world's market.

How can a poor young man get an education? We answer, by his own exertions. Push and brains will remove great obstacles. It isn't necessary for him to go to college, but we should earnestly advise him to do so. Suppose he wants to go to Yale. He can get along there for \$333 a year, or in case his tuition charges are remitted, as they will be for any worthy student, this may be reduced to \$200. Of course this means economy, rigid and severe. An astonishingly large number go through college on borrowed capital, but a still larger number work their own way through without assistance. Scholarships can be secured, prizes won, and assistant work secured in some department of college labor. Where there's a will there is always a way, but the will must often be shown in severe labor before the way opens.

The doors of a hundred good colleges are wide open to welcome young men of ability who are determined to get an education. Helping hands are always extended to lift up those who are trying to lift themselves up.

WHO ARE TEACHERS?

While sojourning in a pleasant village in the central part of New York state, I often heard the teacher of the school spoken of, and always in terms of respect. In fact, I became quite anxious to behold the person that had the power to win, he evidently had, the admiration of both young and old. One evening I saw a gentleman at a street corner surrounded by a dozen boys, all eagerly talking.

"And, Oh, Mr. C—, you should have been in the boat with us," said one.

"Mr. C—," I said to myself, "why that is the teacher I hear spoken of so much."

I paused, and introduced myself. He immediately begged the boys to excuse him a moment.

"You see," he said, "my young friends have been off on a stroll, and they cannot wait to tell their adventures till morning."

After a few moments of conversation, I went on my way, revolving in my mind, "What sort of a man can this be that the boys love him?"

I visited the school-house, and found the building a very plain one, but it was filled with an earnest group of children. They scarcely noticed my entrance, so busy were they in the work before them. There was a busy hum; a sense of enjoyment that was most agreeable.

The visit was often repeated, for the man and his work were an enigma. Most teachers I had seen were not agreeable men, they seemed to be cramped in thought; they made life disagreeable in school and out. This man had a power in him that took hold of his pupils and lifted them on to higher levels of thought and action.

Since then, I have thought of this subject a good deal, and believe that only men of this stamp can be teachers, others may be policemen or drill-masters, but only he who lifts his pupils step by step to higher planes of thought, can really be termed teacher. And it is such that the world wants in the school-rooms; such have indelible marks.

Often men of this stamp, have a very limited stock of knowledge, and are kept away from the school-rooms by circumstances; if circumstances would permit them to be teachers, they would be glad to teach. We need the man of much knowledge, but we need the man of good service as a teacher. Knowledge is no good unless it is used. Knowledge is the means he will

use to carry his pupils from one step to another.

I have never known a successful teacher who was not more or less a student himself. The answer to the conundrum proposed by an English peasant, "Why is a guide-post like a parson?" well describes multitudes of teachers—they point the way but do not travel it. There are, therefore, teachers and imitations of teachers. The reason so few remain as teachers is not so much on account of the poor pay as the feeling they have that, after all, they are not doing the fair thing by the pupils and by themselves.

Thousands who are teachers would be better ones if they knew how. They have a decent knowledge of the rudiments they are teaching, they keep order, they are thorough, and yet they know something is left out. I have in mind a teacher who rose from one position to another because she kept such good order; she became principal of a primary school, and then, to the surprise of her friends, took a position as a stenographer. "I was not satisfied," she explained; "the children seemed to go home every day just as glad as they could be to get away from me." This is pathetic enough; she was conscientious.

All these things point out that education, its art, its principles, must be studied, over and over; the teacher must study every spare moment until he touches bottom. He will discern at last there is a body of truth on which he can place his feet and feel that he is secure. Yes, the teacher must be a student; he must aim to know his own work; not necessarily more about history, or penmanship, but more about education. Those then are teachers who study education and can employ appropriate means to elevate young humanity. The whole race is being elevated by means of teaching—not necessarily the teaching of the school-room. The elevation prepared by the teacher is specific, but it is elevation all the same.

In Ohio the operation of the law of last winter which repealed the statute authorizing the establishment of separate schools for colored pupils is producing friction in many places. At Oxford, the colored pupils nearly all deserted their own school, and applied for admission to the white school. A public meeting was held and the school board was asked to order the colored pupils to their own school. The board complied with the request, and the colored people propose to apply for a mandamus. At Yellow Springs, the school board has ordered the schools closed indefinitely, or until the Legislature can meet and take some action. At Ripley, a suit in mandamus has been entered to compel the school board to admit colored people.

It is more lucrative to be a bull-fighter than a famous ball player, or even a teacher. The Kelly of the Colon arena is to receive \$40,000 for the coming winter season, while the superintendent of New York City schools gets only \$7,500. It is more profitable to be a bull fighter than superintendent or principal.

THE forty-first annual meeting of the Connecticut State Teachers' Association will be held at Hartford, October 13-15. Among the speakers will be Dr. Nicholas Murray Butler, on Industrial Education; Rev. Dr. T. T. Munger, on Nature as an Aid in Teaching; on The Public School in Relation to the Labor Problem; Supervisor Mitcalf, of Boston, on English; and Principal Sawin, on The Reading of Our Boys.

GEORGE P. BROWN, in a recent number of the *Illinois School Journal*, speaks of the "will-o'-the-wisp of manual training." Does he mean that there is no substance in it?

TWO new numbers of the very valuable *Reading Circle Library* published by the proprietors of the *JOURNAL*, have just been arranged for, viz.: *Mistakes in Teaching*, and *How to Secure and Retain Attention*, by James L. Hughes, Inspector of Schools, Toronto, Can. These were written some years ago by Mr. Hughes, and have had a wide sale. He has just revised and almost entirely rewritten them, and made many additions, so that they are practically new books. They will be issued in November. A new edition—the second—of Dr. Allen's *Mind Studies for Young Teachers* is ready—the large first edition being exhausted. No. 2 of the same series—*Frederick's Autobiography*,—with other materials to aid a comprehension of the principles of the kindergarten, is just ready, and an extended notice will appear next week.

THERE is no great good without some evil. An illustration of this is daily seen in the fact that the Statue of Liberty is responsible for the daily slaughter of immense numbers of little birds, which in winging their way south in their annual migration, are attracted by the brilliant electric light of the big torch. On one morning recently no less than 1,500 of the poor creatures were picked up, and their condition indicated that they had dashed themselves against Liberty's bronze bosom and had been thrown crushed and lifeless at her feet.

POOR boys once in awhile do become millionaires. Isaac Jeans several years ago began life in Philadelphia by selling oranges and apples at retail. He is now worth \$3,000,000. Are all such opportunities past? By no means; but it needs a head able to plan and execute. Opportunities are commoner than brains.

REV. HUGH O. PENTECOST, of Newark, N. J., one of Henry George's most enthusiastic supporters, has requested his congregation to reduce his salary from \$4,000 to \$3,000. Who ever heard of a teacher requesting his salary to be reduced from \$4,000 to \$3,000? In truth, where is there a teacher, in a place no larger than Newark, getting \$4,000?

WHEELING, W. Va., has had a tempest in a tea-pot over the confirmation of a young lady as teacher in the public schools. At a meeting of the board of education a week ago, the storm burst and became almost a riot as this lady's name was mentioned. The city papers said it was impossible to proceed with business, and the session broke up. The racket was almost deafening. Every woman in the room spoke her mind, and spoke it freely.

The excitement was intense. White faces were seen on all sides. The women hissed. Suddenly some one commenced to cry "Order!" vehemently and to urge the members to come together again. This, if anything, increased the disorder. One venerable and sedate member, standing in front of the rostrum, moved his arms and shouted: "We won't come to order. We've been in session too long for the public good now." The session was finally resumed and the young lady's appointment was confirmed by a majority of two. Then the riot broke out afresh. Members and out-siders wanted to fight. Women stormed and hissed, and even after the crowd had drifted out into the street the hubbub was kept up. The end of the matter is still a long way off, and further and more serious trouble is expected.

This surpasses anything of the kind we ever before heard, and all over one young lady! We can't imagine why she should be considered of so much importance. But even under the most aggravating circumstances, a row like this can never correct public evils. There are better ways.

THE "Supplement" has taken a new departure and hereafter will issue monthly editions as supplements to the ordinary school text-book. No. 1. Contains "Practical Grammar Exercises," edited by Seymour Eaton, and gives 502 questions and topics for class work. This plan is a good one, especially useful to those who are preparing for the technical examinations required by many critical text-book examiners.

AMONG other relics of the mound builders discovered near Devil's Lake, Dak., by Prof. Montgomery of the North Dakota University, is what he calls a sacrificial mound, in which, seventeen inches from the surface, are wells easily found because of a lining of lime about the sides and layers of bark on the bottom. These are deep enough to hold bodies in a sitting posture.

It is certainly a little bothering to a foreigner to read one day that a murder has been committed and the next day that the murderer has been committed.

ONE of the most useful measures of the last legislative session was the bill empowering the superintendent of public instruction to procure plans for public school buildings for the use of the school districts of the state. Supt. Draper has taken steps to put the law into operation. Six plans for school-houses, to range in cost from \$670 to \$10,000, are desired, and \$1,000 in prizes are offered to architects submitting plans. When accepted the plans will be filed with the department, and will be available for the use of all districts proposing to build new school-houses. There is need of improvement, especially in the matter of lighting and ventilating school-houses, and the new plans, it is to be hoped, may be the means of promoting the health of our school population.

PERSONALS.

SAMUEL ADAMS TURNER, familiarly known as 'Squire Sam,' is living in South Scituate, Mass., at the age of 98. He remembers Ebenezer Cobb, who died in the first year of this century, aged 107 years, and who had talked with the children of those who came over in the Mayflower. 'Squire Sam' has voted the Democratic ticket for seventy-four years. It would take only a few such lives to reach back to the time of Christ.

MISS JULIA S. TUTWILER, principal of one of the Alabama state normal schools, in connection with the Christian women of her state, has secured the establishment of the first schools for convicts that are now being opened, under a law which requires the state to furnish a teacher to every camp of 100 convicts. Another reform they accomplished was the beating of the county jails. A stove or a fire of any kind is said to have been unknown before that time, with the inevitable results in sickness and death.

FROM July 1, to Sept. 8, Prof. George E. Little, of Washington, D. C., was lecturing in the West and South, appearing before twenty-one Normal institutes in North Carolina, Illinois, Iowa, and Kansas. He lectured seventy-four times, including twenty-one evening lectures, and met over five thousand teachers, and traveled over five thousand miles. He is a very busy and successful man.

PRESIDENT SIMMONS, of the New York City Board of Education, thinks that "The Board should make haste slowly, in any step toward engrafting this new plan on our public school system. A few years ago there was a hue and cry that too many studies were forced on the children in the schools. I was one of the committee who went carefully over their studies, cutting them down wherever it was possible. I fail to see how any more of them could be cut off to make way for these new studies, as proposed in the report. It is a question whether we should go into any such radical change, except in an experimental way. Try the experiment in two or three schools first."

PRESIDENT EDWARD SHEIB returned to his labor in the Louisiana State Normal School, at Natchitoches, Sept. 25. Mr. Sheib has done a remarkable work in re-opening this institute, and placing it on the solid basis a school education should stand on. What seemed an ample preparation in this country, he supplemented by a course of pedagogy in Germany. We only regret that he is not at work in some northern state; but he will be appreciated anywhere. We predict a successful course for the Louisiana Normal School under his charge.

DR. JOHN H. HAYWARD, in his pamphlet on "Apprenticeship schools for the young," recently published, says that: "The demand for skilled labor is now supplied from the surplus of Europe; it ought to be supplied by our young men from our own people. We have so far failed to fill the demand because of our lack of means to make them skilled mechanics. We have failed to provide them with facilities for learning an industry. They cannot become mechanics without the opportunities of learning a trade, and that they have not that opportunity is patent to all.

There are three reasons why our young men have no trades:

- First. The influence of the trade unions.
- Second. The influence of the public schools.
- Third. The lack of a system of apprenticeship."

DR. WM. A. MOWRY, of Boston, has accepted the presidency of the Martha's Vineyard Summer School. We predict that he will give this school a success it has never before secured. It is only justice to Dr. Mowry to say that this place sought him, and that in no way was it sought by him, and he accepted it only after all the debts had been paid, and full power given him to use his own judgment in arranging plans.

A QUOTATION in a recent editorial on "Good Clothes a Force," should have been credited to *Common School Education*, in an excellent article on "Manners and Morals," by Mrs. S. R. Winchell. We picked up the clipping and gave it a good place. It now gives us great pleasure to acknowledge its excellent parentage.



PROFESSOR C. M. WOODWARD.

DIRECTOR OF MANUAL TRAINING SCHOOL, WASHINGTON UNIVERSITY.

DR. C. M. WOODWARD is the apostle of manual training in this country. He is a firm believer that

"The riches of the commonwealth
Are pure, strong minds and hearts of health,
And more to her than gold or grain,
The cunning hand and cultured brain."

Following this thought, he has so moulded Washington University, in his city, that it does not devote itself exclusively to ancient learning. His college "believes in recognizing and meeting the reasonable demands of to-day, and aims at a broad and not at a narrow culture." A correspondent of the *St. Louis Republican* recently expressed his estimate of Dr. Woodward in the following words: "As a scholar he is pre-eminent among scholars, and as a teacher he is as lucid as a sunbeam. He possesses great versatility, and is quick to see and grasp the salient points of any subject. What he himself sees he has the power of setting forth so felicitously as to impart his own clear insight to others. Moreover, he is a magnetic man. No one comes into contact with him without being lifted into a higher sphere of thought and purpose. His active, practical turn of mind has made him to be known and respected by the good men of this community. His eminence has arisen not from self-seeking, but from a genuine love to improve educational means and the exercise of that practical genius that brings higher and better things to man."

"He is thoroughly imbued with Western ideas and closely identified with Western interests. With all public improvement and social advancement he is in active sympathy, and for many years he has led the van of those who are developing the untold wealth of the great West. Active, busy, alert, as unflagging in energy as he is quick to improve every opportunity for advancement, he lets no occasion slip without gaining something for the work under his care. Nor is he narrow and fanatical. While he has been assiduously faithful to the work entrusted to him, making his department known and felt far and wide, he has not neglected social and political science, having studied these great problems at home and abroad. He is one of Sir William Jones' men who constitute a state, making it grand and glorious by contributing to the general welfare in a thousand ways, in a hearty and unostentatious manner." This is high commendation, but well merited. No man in this country has more heart sympathy with advanced educational methods than Dr. Woodward.

THE Connecticut State Teachers' Convention will hold its sessions Oct. 13, 14, and 15, at Hartford. The president is H. M. Harrington, of Bridgeport; secretary, Geo. H. Tracy, of Colchester; treasurer, S. P. Williams, of Plainville.

PROF. JAMES R. BURNS, who left the Erie (Pa.) high school, to represent the city in the state legislature,

after serving two terms, returned to his former position at the opening of schools in September. Mr. Burns is not only a leading educator, but a gentleman who possesses peculiar gifts for public life.

A SCOTCH lady who has been visiting Boston and New York says the Boston woman admires nothing she understands, and the New York woman understands nothing she admires.

COL. PARKER'S PSYCHOLOGY.

II.

REPORTED BY MISS E. E. KENYON.

THIRD LESSON.

We have concepts derived from external objects. Have we others, not directly so derived? Have you a concept of Athens? Did you ever go there? May we, then, have concepts of things that have never been present to our senses?

May we have concepts of things that never existed anywhere in externality? Have you a concept of a centaur? Is there any difference, *per se*, between your concept of a centaur and that of a horse? None, *per se*. The centaur is simply a different arrangement of percepts, put together by the fancy.

Which have you more of—those concepts that have been produced by the actual presence to your senses of the corresponding objects, or those not the direct products of sense perception?

What is the greatest means of getting and giving concepts apart from the direct presentation of the object? I brought into your mind a concept of a lake—by what means? Upon what do we rely for most of our knowledge of what we cannot ourselves observe? Models and pictures go a great way, but the principal means is verbal description.

Words help us to see what we have already seen, in new combinations. But concepts induced by words must be built of the material from concepts previously induced by observation. Therefore, the usefulness of words in description is greater after much experience with externality and less with the child.

The young child is absolutely dependent upon objects. The business of the primary school is to shake off this dependence. The separation of concepts from their external causes is the great step in human progress. The lower the mind, the greater its dependence upon objects. The child is sunk in externality. The aim of object teaching should be to free him; but object teaching, with many, becomes a fetish and fails of its end.

Clear concepts can be described. The description is conditioned upon analysis. We can analyze any synthesized whole that is in our consciousness.

Think a house; hold it; think the roof, chimneys, windows, entrance, color. Did you think a real house—one that you have known? You thought it by means of synthesis, all the parts once separately observed entering into the concept. When you separated the parts in thought you analyzed.

Can you describe the house you thought? Can you describe the house I thought? Can you analyze anything not in your own consciousness?

After we have made a careful investigation of these entities, these wholes, these concepts, the question arises, whence come they? Do they come directly from the corresponding objects in externality, or from somewhere else? The presence of external objects produces states of consciousness which the ego knows to exist; but whence come these states? Do they come in from externality or from somewhere in the mind itself? Do they come from the subconsciousness?

The origin of these percepts or elementary ideas lies beyond the domain of psychology, in the region of metaphysics, or philosophy. There is a belief that they come directly from external things, and exactly correspond to the correlatives in the outer world. This belief makes what is called the realistic school in philosophy. It is best to believe nothing in psychology except tentatively. Hold one hypothesis long enough to make the investigations it points to, but do not become dogmatic.

We know that the office of externality, whether symbolic or real, in its relation to ourselves, is to make us conscious.

FOURTH LESSON.

How do these concepts get into the consciousness? Through what medium or media does externality produce them? What are the necessities to the formation of concepts?

If we could examine the brain in a state of conscious activity, we should see the blood flowing toward certain centers, coming at first slowly through the fibers, inducing faint consciousness, then faster, as the activity becomes more intense. Different attributes in externality, acting on the peripheries of different nerves, awaken different nerve centers in the brain, and each nerve center has the power of awakening others, through certain connecting fibers. It becomes a question in what is called physiological psychology, to determine to what extent these special nerve centers have individual functions.

We know that certain parts of the brain receive differentiations of light; but to what extent are these differentiations made by the nerve mass as an agent? Is a percept of some particular color born in its own special locality, or does the nerve center, whose function it is to receive all ideas of light, take this percept, pronounce it first color, and then, by relegation to some sub-center in its own mass, pronounce it red?

We do not know the origin of these nerve centers. We can only infer from what data we have. Is it possible that the very action of externality, through its attributes on organic life during all the ages of its existence, has been the cause of the origin and growth of nerve-centers?

There are masses of organic matter that have no nerves. But they have wants—unconscious needs of foods—and tendencies to self-preservation. In the presence of food a molecular action is excited, the little mouths open and the food is taken in. By the continued influence of externality through aeons of time, channels are worn through by which a direct and a reflex action are gradually established. Because of the different modes by which externality affects the organism, each of these channels, worn by some special action, comes to have a special function. Finally we come to the elaborate apparatus of sight as the present result of one of those simple and remote causes. Hence, also, the other organs of sense.

As these channels slowly come into existence, differentiate and assume their separate functions, there develops with them a localizing tendency in the receiving mass back of them, and we have, in the end, the brain and its nerve centers. As waves of ether impinge upon the periphery of the nerve of sight, there grows a nerve center to particularize the effects thus induced in the organism and separate them from effects produced by sound-waves, etc.

This is the theory of evolution. It is only a hypothesis. Do not found a conclusion on insufficient data. A fascinating theory may be overthrown by a new fact.

We know that no external influence affects the consciousness unless it impinges upon the periphery, somewhere. Vibrations of sound touch the periphery of the auditory nerve. Kill the optic nerve and light has no effect upon the brain. The blind can have no ideas of color, because those ideas can find no entrance.

(Question: Has the existence of these brain centers been proven by dissection?)

The brain centers, yes; their special functions, never. (Is it supposed that there are special nerve-centers for special sounds?)

That is a question upon which modern psychologists are very much engaged. If yes, we have the key to special talent in young children. Brightness in children means responsive nerve-centers—a most dangerous phenomenon, because of the vanity of parents who continually arouse, for purposes of exhibition, what is already an over-activity, little knowing that too much of this may mean early death.

Some savages can see but three colors. It may be that in the course of evolution he has not yet developed the special nerve-centers for the others. When, for posterity, these hidden powers of differentiation shall have developed to a far greater number and intensity than that which characterizes them with us, and now, the earth will be full of richness in color, sound, and form, that "eye hath not seen nor ear heard; neither hath it entered into the heart of man."

(Please explain color-blindness.)

It may be caused by a fault in the retina, the cross-fibers, being so disposed that they cannot focus waves of ether so as to give, for instance, the percept of red. (How do the blind form concepts, since they can receive no percepts of color?)

Hands give concepts of form.

(How is it that deaf children learn to talk?)

Through a consciousness of muscular action—what is called the muscular sense.

(Please account for the sense of rhythm possessed by the deaf.)

There is a molecular action of brain and nerves, rhythmic whether excited by sound, color, or any other cause in externality. It responds, through the organs of sense, to rhythmic action in the outer world, in music, color, touch, motion, etc. It is one of the greatest elements of human growth. Music is the harmonizer of the whole being. The lullabies listened to in the cradle, Froebel's songs for mothers, cultivate in babyhood this rhythmic action of the nerves, which is not confined to the nerves of hearing.

(May not ideas of sound be imparted through the sense of touch?)

Ideas of vibration may. In fact, it is argued that all the senses are but elaborations of the sense of touch.

A REPORT ON MANUAL TRAINING.

A valuable report was laid before the board of education of New York City at its last meeting. In this the committee on course of study recommends the introduction of manual training into the schools of the city. The chairman, Mr. Charles L. Holt, has courteously put a copy in our hands. It professes to embody the results of the careful study of eminent educators, and calls attention to the close pedagogical relations of the kindergarten to manual training:

It says "that the wide gap at present existing between the kindergarten and the high school may be readily filled by extending the methods of the one upward through the primary school and the methods of the other downward through the grammar school." This is not clear. We do not want the methods of the high school extended downward through the grammar school—there is too much of that already. The so-called grammar schools (in which there is no grammar, thanks to Com. Wood), are but advanced primary schools, and should be termed advanced schools, demand methods appropriate to primary schools.

The report speaks of "the cultivation of the sense-perceptions," which is not clear.

The report recommends the introduction of manual training into the schools, and says that the "public seems to be in favor" of it. "It has come to be generally recognized that a certain amount of work, some application of mental power through the bodily powers, some production of physical results of thought and intention, implying the training of the senses, especially through the hand and eye, is needed to produce a well-trained mind."

This is well put, except the "training of the senses." Is this possible? Psychologists say no.

The report well says that the object of introducing manual training is simply and solely to get better trained and disciplined minds; that is, it is to be for educational purposes. There are those, who have given little thought to the subject, that have rushed to the conclusion that mental training was designed to fit for some special business.

The report recommends the following things to be added:

Carpenter work.

Modeling in clay.

Construction work, paper pasteboard.

Drawing to scale.

Sewing and cooking.

The wood working is to be limited to boys, and so the sewing and cooking to girls, but we see no good reason for the limitation—if these are given for educational purposes. The report is opposed, and rightly, to extending the school sessions, in order to give manual training. To make room, it proposes to cut off some of the geography, arithmetic, and history, teaching geography and history through reading lessons, as the JOURNAL has recommended for years. Those who fail to get into the heads of the children any considerable knowledge of these subjects in the six or seven years they now devote to them, will probably think there will be less education. But they must revise their definition of education; that refers to what is *drawn out of*, and not to what is *put in*, to the child.

It proposes an assistant superintendent, at a salary of \$8,500, and estimates the expense of introducing and maintaining manual training for a year into all the schools at \$128,000, and that thereafter the cost per year will be \$90,000.

We must except again to the somewhat vague use of terms relating to mental operations. On page 7 the report speaks of "the careful and systematic discipline of

sense perceptions." A good many things may be done to and with sense perceptions, but they cannot be disciplined.

Some interesting notes are given of visits to manual training and art schools, but evidently the visits must have been very brief, and on the whole this part is rather unsatisfactory. It is a little curious that Jamestown (N. Y.) school should have been overlooked, while Pittsburg, Toledo, and Columbus, where nothing was gained, were visited. In 1874 a beginning was made in Jamestown, and additions made year by year, until now about 1800 pupils, from the primary to the high school, are engaged in manual training. No place offers such a field for practical inquiry as this town; no man is more qualified to give practical views than Prof. S. G. Love, who superintends the schools there. Without money, without backing, in the face of suspicion, called a "crank," even by his colleagues in other parts of the state, who preferred "gerund-grinding" to "dabbling with saws and planes," he has pressed on, sure he was following the truth. His work, lately published, "Industrial Education," is a really wonderful work, and should be read by all teachers.

The report, taken as a whole, cannot but delight thousands of teachers in the city public schools. There is a large number of noble men and women at work in these schools of whom the world is not worthy. They have longed for emancipation; to demand of them that they should benefit young humanity, and then to give them no liberty as to methods may produce "system," but best results will be wanting.

The committee who have prepared this excellent report should now take hold of the methods of teaching in our public schools. And instead of prescribing methods, they would, if left alone, or if they should listen to the prayers of the teachers, bid the instructors take their own methods. This day is sure to arrive, and the sooner because manual training is to be introduced.

The JOURNAL has advocated the introduction of manual training for more than ten years. President Walker, one of the ablest men that ever graced the president's chair, said, after a presentation of the subject: "You are undoubtedly correct, but it would demand too much of my time to study this subject, and champion it at this stage." In his annual address, which he was then writing, he declared that manual training was in the air, but recommended to "let well enough alone." This committee have decided that the so-called "well enough" was not well enough. So that progress is apparent, and we take courage and go forward.

CONFESSIONS OF AN EDUCATIONAL CONVERT.

FIRST LETTER.

Acting as executrix under the will of an old lady friend of mine, deceased, I found a package of my own letters to her. That she should leave them thus, for my hand to unfold, and my eye to read, after the voice of her gentle teaching was forever stilled, was like a tender rebuke for the stubbornness with which I had almost spurned the motherly training she had longed to give me. That my prejudiced mind at last consented to receive the light from hers, so rich in human experience, so lofty in attainment, so brightly illumined with clearest original thought, and that my conversion had been consummated during her life time, causing the great joy of her last years on earth, was something of a consolation to me for the pain of knowing how much trouble I had given her in lengthening out so wearily her heaven-inspired, self-imposed task.

The letters made me feel, as I read them, one thing a little more forcibly than anything else. It was this: that Providence had actually forced upon me, all underserving and rebellious as I was, in the inspired teachings of my deceased friend, a boon immeasurable, for which it was my duty to render some return this side the grave, since the little angels on the other side would hardly be found susceptible to any great moral benefit that I might, in a too tardy enthusiasm of gratitude, endeavor to inflict upon them.

I thought the matter over, and concluded that the best way to pay my debt in its own coin, that is, to warn other obdurate young dogmatists, was to give my own experience. I decided to publish the letters, and here is the first one:

THE LETTER.

Ma Chère Amie: Teaching is not a bit like what you said it would be. I have a perfectly immense class, and I find it best to have them all recite in concert. It is a

to reason that is the best way for them to learn their A, B, C's, and their *a b c's*, and their *c a t cats*, to say nothing of their tables, which they never could learn in their own way. There is some ridiculous talk of teachings "words as wholes." This silly talk floats about in the air like the No. 13 superstitions. What it means I neither know nor care. It is too perfectly absurd to be worth following up to where it came from. The idea of putting a whole word before a child when it doesn't know one of its letters! I don't see that anybody around here attempts to perpetrate any such piece of lunacy, although they sometimes talk as though it was done in some schools "way down in Maine," or Dixie, or some other out of the way place. No one bothers me about it, and I go my own sweet gaug, teaching as I was taught. I learned to read easily enough, and so will these children, if they will only do as I say, and pay attention. When they don't, I make them stand in the corner, till they are glad to get back to their seats and look at the chart. Poor little things! I am sorry for them, sometimes, but a certain amount of discipline is necessary.

I have a child in my class that has been here three years. Just think! The stupid little thing has been all this time reciting her alphabet with successive classes, and under successive teachers, and she doesn't know it yet. There she sits, with a face that is all serenity, and a mind, I am sure, that is all indifference, singing, in her benighted little heart, "the rest of the world may come and go, but I stay here forever."

She *shn't* stay here forever! I have bent my whole energy on promoting that child, if I stay till the end of the term. I have given her a front seat, and I watch her like a lynx, every time I have a concert recitation. She doesn't get much chance to shirk with me. What puzzles me is that she will go through a whole page on the chart, along with the other children, apparently knowing it all; and yet when I ask her alone, she doesn't know a thing. She prints better than any other child in the class.

I have two little toady-woodies that sit together, and look down each other's throats when they sing. The more each one tries to see in her neighbor's mouth, the wider she opens her own, and the more vocal power she exercises. Sometimes they both scream so loud that, if company were to come in, I should have to hush them up. But their endeavors to penetrate the secret of vocalization are so amusing, I let them alone, and just watch them.

I have very little trouble with the singing. The children knew a few songs when I took the class, and I let them keep singing them. What do their songs matter? They come here to read, write, and cipher. They can learn songs at Sunday school, and at home.

This morning Miss Johnson came down and scolded me, right before my class, for having a child in the corner. She said it was a relic of a past age; but she didn't tell me what to do in place of it, so I don't see what I can do but go on putting my young delinquents in the corner. They don't care for that very much, but it is the only thing I can find that they care for at all.

Miss Johnson is an old maid of the crankiest type. She puts on her eye-glasses, and bends to inspect the floor every time she passes through the room, which is regularly every day at half-past eleven, A. M. If there is a scrap of paper on the floor as big as a pin-head, she sees it, and remarks: "Oh, I say, dear, I almost believe that is a piece of paper on the floor! Have some child pick it up, dear." When the windows are shut she wants them open, and when they are open she wants them shut; and her fault-finding is all done with a "dear."

She likes my teaching, however, and praises it to the other girls. She says my concert exercises are not so loud as theirs. She was delighted the other day because she found me hearing a reading lesson in the first division in which I gave special attention to the punctuation. First, I read the lesson, stopping long enough at each comma for them to count one, at each period for them to count four, etc. Then I let them read in concert, and stop at the marks for me to count. It is such a benefit to be able to remember one's own early lessons, so as to give them over again to one's pupils.

Miss Johnson and I will get along very well together, if I can only remember to keep the corner clear of "relics" on the occasions of her 11:30 visits. She has heard some one else make that remark about my favorite mode of punishment, so she feels safe in retailing it.

My class were out at recess when I began this letter. When they came in I set them to printing, so that I could finish it. They have been printing about half an hour now. I don't like to keep them at work on their slates so long, so I will close.

Ever your affectionate, DORA.

THE SCHOOL-ROOM.

The object of this department is to disseminate good methods by the suggestions of those who practice them. The devices here explained are not always original with the contributors, nor is it necessary they should be.

FALSE SYNTAX.

BY SUPT. F. B. GAULT, Pueblo, Colorado.

Since the "time whereof the memory of man runneth not to the contrary" grammars, composition and language books have contained a plentiful supply of what has been termed "false syntax," "errors for correction," and the like. The very last article I read in the very last number of the SCHOOL JOURNAL was a short review of a "practical rhetoric and composition," in which occurred this statement, "Criticism of faulty expressions are required." It is readily inferable from this that a rhetoric, in order to be "practical," must parade its full quota of "faulty expressions" for "correction." Is this a scientific method? Has the correction of false syntax any considerable educational value? Are there not serious reasons for believing that such exercises involve not only a waste of time but a positive injury to the student?

I cannot state my proposition in a general way more clearly than to restate a suggestion, emanating from Col. Parker. In speaking of the efforts of first primarians in their written work, it was advised that the attention of the pupil should never be directed to his errors. It was urged that to call attention to a bad form, with a view to showing him how far he was from the correct form, resulted in so deeply impressing the poor form that in his very next effort he inclined unconsciously to repeat his error; the impression of the incorrect form being uppermost in his mind predominated in his effort. Promptly and quietly erase the mistake, then give him a correct model, impress that upon his mind and ask him to imitate it. His mind not being disturbed by a misleading concept, now devotes itself to reproducing the model placed before him. I have ever since regarded it as a wise and valuable suggestion, and have been highly gratified over the success we have had in its application. It seems to me to be logical in theory and wholesome in practice. Now if this is a correct pedagogical principle—and if it is a correct pedagogical principle it has its foundation upon a psychological law—in the domain of first primary work, is it not just as true, and just as applicable in advanced language work? The mere difference in mental growth and capacity does not restrict the principle to small children. Smart teachers have repeatedly told me that after examining many spelling papers and seeing certain words so often misspelled the incorrect form of the word was uppermost in the mind, and only with difficulty could they decide with certainty as to the proper spelling. Who has not often been misled in the spelling and use of a familiar word from having seen it spelled or used improperly somewhere, having unconsciously carried with him an impression that asserted itself on first opportunity?

Is it correct teaching? Are not schoolmasters the only class of instructors that use this method—teaching the good by emphasizing the bad? Does the music-teacher give an incorrect model in order to inspire a pupil with correct notions of harmony, time, and rendition? Does the art teacher make hideous daubs and caricatures as aids to the student in acquiring the taste and skill of the artist? Does the housekeeper, when teaching her daughter the mystery of bread-making, purposely bake an unpalatable loaf and then say: "Daughter, this is not the kind of bread you should bake?" Or the wagon-maker very carefully put the tongue on the rear of the wagon and then say to his apprentice: "I have done this to impress upon your susceptible mind so you may never forget it that the tongue must always be attached to the front part of the structure where it belongs?" Are these illustrations more absurd than to expect pupils to acquire good English by holding up bad English before them and saying: "This is the way you are not to talk!" Correct errors of speech as they arise in current class-work. Ever exalt correct models: build them up in the minds of pupils. The rational plan is to dispossess the mind of all incorrect forms of expression, and as far as possible banish them forever. Teach good language by the constant use of good language and the careful study of pure and elegant models of our English.

TALKS ON ARITHMETIC.

(From Asbury Park Note-Book.)

SUPT. C. E. MELENKY, Paterson, N. J.

II.

In the first article we showed the importance of using the study as a means of developing the faculties, let us now show how it must be acquired as an art. We all admit the importance of arithmetic as an acquirement. For the present let us consider this side of the study.

There is no doubt that it is required of an accountant, or any person engaged in such clerical work as has to do with values, that he must be accurate, exact, reliable, that he must be rapid in counting and estimating, expert in figures as it is commonly termed, and that he must have ability to grasp the conditions of a problem or an account, and see all its relations and conditions. It must also be borne in mind that, in the case of children under eleven or twelve years of age, we cannot expect much beyond the cultivation of observation and memory and the training of the habits before mentioned; viz.: interest, attention, promptness, accuracy, obedience, and self reliance. That is, arithmetic must be taught as an art; accuracy and rapidity are the main objects to be sought.

I. *Accuracy*.—Teach all the combinations of numbers less than ten. The addition of a "column of figures" is the successive addition of two numbers at each step, thus:

9	Commencing at the bottom we have 3 + 8
4	= 11, this gives 1 in the units place, next
7	1 + 6, then 7 + 7, then 4 + 4, then 8 + 9.
6	Each step is the combination of two numbers.
8	No person then can be accurate in adding
6	unless he knows the combination of any two
	numbers. These combinations must be on the

blackboard till they are learned. Some of these are easier than others, for instance 2 fours, 2 fives, 2 sixes, etc., are easy to remember, so are combinations that make ten; there remain then combinations with sevens and nines, and some others—the teacher should notice which numbers cause the greatest hesitations. These should be studied; that is, the mind should be fixed upon them, over and over again. Then comes the application of these combinations: 7 + 5 being known, give 17 + 5, 27 + 5, 37 + 5, 45 + 7, 55 + 7, etc. After these are understood, considerable drill will be necessary to fix them in the mind. It is important to have a column of numbers studied and added over repeatedly,—this is of more value than the addition of several different sums, because it affords the opportunity of repetition which is of so much importance. This can be made a valuable exercise for fixing the attention.

Numbers arranged in a circle furnish a convenient exercise either for addition or multiplication, thus:

Beginning with each number in turn, we have new sets of combinations, and to lengthen the example the addition can be carried around the circle as many times as the teacher wishes. To drill on the addition or multiplication of two numbers, 4, or 8, or any figure may be written in the center and be united with each number separately, or used as a multiplier. This idea was obtained from Walton's charts.

The multiplication tables must be developed and then committed to memory. No other faculty can be depended upon as the storehouse for this knowledge. Some teachers think this is contrary to the principles of the "New Education," but I don't know how a boy will ever know his tables unless he does learn them. A test of this knowledge must require the multiplication of the numbers arranged promiscuously.

II. To teach *accuracy* and *rapidity* the teacher must give a great many examples of her own making. This will require *ingenuity* and *patience*. Drill exercises in addition must be given in abundance, and as the teacher cannot stop to work each example herself, she should know how to arrange them so as to see the answer; for instance, 25 + 75 + 85 + 64 + 22 = 222, or, 49 + 38 + 87 + 72 + 15 = 215. She will notice that two pairs of numbers each make 100, while the children will probably not notice it, but will get the practice. Again this example:

276	<i>Solution</i> .—Write any number as: 276
728	under each figure with the complement of
483	nine, 723; then again any number, 483,
516	under it figures that will make nine, 516;
436	then any number, 436. The answer will be
2424	436 with this difference that two is taken
	from the units figure 6—2=4, and pre-

fixed to the answer making 2,424. We take away 2 because there are two pairs of numbers beside the last one. The explanation of this is easily apparent. Take the following again:

Here the first and third are pairs, the second and fourth, and the sixth and seventh, while the fifth contains the answer which is changed by subtracting 8 from the units figure and prefixing 8 to the number, because there are three pairs. Thus the numbers may be arranged in any order and the teacher will know the answer, while the pupils need never see it. These devices are very useful in evening schools. The teachers become very expert in writing the examples.

Take this example: $1 + 5 + 9 + 13 + 17 + 21 + 25 + 29 + 33$. This is a series which increases by 4—consisting of nine numbers, 17 being the middle number is the average which being multiplied by 9 gives 153. So the teacher may give any series of numbers to be added; for instance, the fours table to eleven times; being an uneven number (11), one number (24 being the 6th) is in the middle, and is consequently the average, $24 \times 11 = 264$.

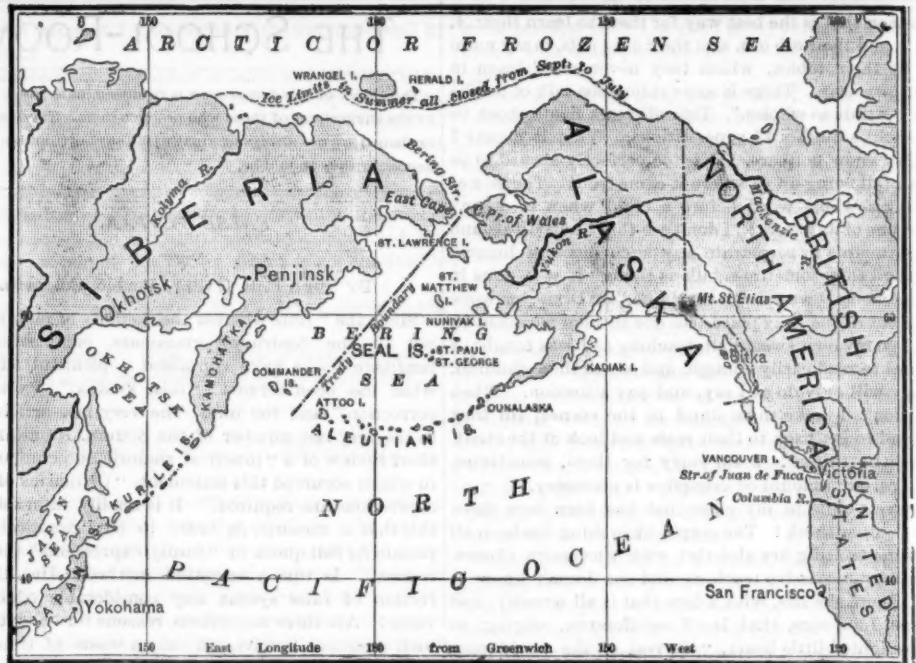
These examples have another advantage in that the teacher may give a different one to each member of the class, thus making the pupils depend upon themselves. The importance of making children independent of each other has been before mentioned. Many devices may be used to correct the habit of copying: 1. As far as possible make it impossible by giving different examples to children sitting near each other. 2. Give one row of pupils one example, and the next another. 3. Use cards with single examples on them,—Gleason's cards are very useful, so are Walton's tables. 4. Send as many pupils as possible to the blackboard, while the rest take slates; dictate four or five numbers for a sum in addition, and instruct the children to put down one more number of their own choosing; then all add. The answers will all be different if the children have put down different numbers. Let all at the blackboard move to the next example at the right, the pupil at the extreme right coming over to the extreme left, the pupils in their seats exchanging slates. Let them add the examples and write the sum under the other answer, and verify. 5. In multiplication, the teacher may dictate the multiplicand and allow each child to select a multiplier. Move and verify as before. 6. The same plan may be used in division also, or may be applied in more advanced arithmetic. 7. Teach all possible methods of proof so that each one may verify his own work; this will be found very helpful. 8. I have seen the following device used for drill in addition: Dictate one number and have the pupils add any number to it, putting down the sum without drawing a line; then add the three numbers, writing the sum as before without drawing a line. This may be repeated at pleasure. You will notice how readily the teacher can see at a glance whether the answers are correct, while few, if any, of the pupils will notice how easily each answer may be obtained.

96	96
Thus: 49 adding gives 49	
145	
adding again we have	49 etc., etc.
	145
	290

Drill exercises should be done "on time" to secure rapidity. In this way "races" may be run and matches may be played. All this adds interest to what might be a very dry and unprofitable exercise.

Abundance of mental arithmetic should be given, the teacher calling for each answer or having them put on the slate and read afterwards. All answers to drill exercises should be exact—either right or wrong. If credit is given, 10 or 0. This practice will do wonders in securing accuracy. No premium should be put upon carelessness or incorrectness.

This drill work does not include all the work in arithmetic of these elementary grades. Practical examples are to be used at all times, but drill is necessary to secure accuracy and rapidity. There are excellent manuals, such as Wentworth and Read's, that furnish plenty of material for any grade. Exercises in independent work tend also to cultivate constant attention, and the power of working without interruption, by which one can apply his mind to a subject and shut everything else out. In such a case we may heed the following notice which is often seen in a counting-room: "Never talk to a man who is adding a column of figures, for there is nothing so deaf as an adder."



A SKETCH-MAP OF THE LAND-LOCKED BEHRING SEA.

This sketch-map shows the land-locked Behring Sea and the pelagic boundary between Siberia and Alaska established by the Treaty of 1867. The United States Government has exclusive jurisdiction and dominion over the waters east of the treaty boundary from the starting point in Behring Straits to the Aleutian chain off Attou Island. The Russian Government has jurisdiction and dominion west of the same line. The Seal Islands, St. Paul and St. George, the chief centre of animal life in Behring Sea, lie to the north of Ounalaska. The fur seal pass northward every spring through the channels on each side of Ounalaska Island to their main breeding-place at St. Paul's and St. George's Islands. The six or more British vessels caught poaching in Behring Sea have been seized between Ounalaska and the Seal Islands and have been taken by the revenue cutter Rush to Sitka. These vessels have sailed from Victoria, Vancouver's Island, British North America.

AIR.

OBJECT.—To prove to scholars the existence of air.

PROOF.—(1.) By sense of touch.

On a windy day we feel something pressing against us: Similarly on a still day if we move quickly we feel something resisting our movement.

Objects like trees on the land and ships at sea are also moved by something pressing against them. Refer (a) To the direction of the wind to-day.

(b) Whether it aids or hinders the scholars on their way to school.

(c) Call to recollection the effects of some storm when trees were torn up by the violence of the air movement. Refer also to the experiences of a trip in a sailing boat when on a visit to the seaside.

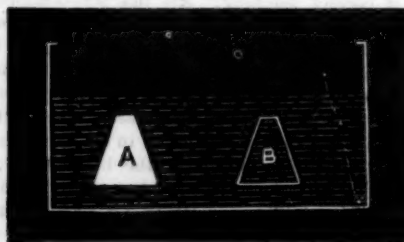
This something which we cannot see, but which we frequently feel, is called *air*. Air set in motion so that we feel it pressing against us, is called *wind*.

The distinction between *air* and *wind* may not at first be very clear. Assist by contrasting the quiet state of the air in the school-room and the draught near a window or a door.

(2.) By sense of sight and inference.

Experiment 1. If we take a glass tumbler containing neither a solid nor a liquid and hold it before a class, the scholars will pronounce it to be empty.

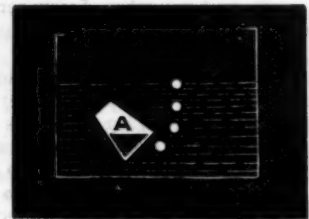
NOTE.—This common error may be allowed as a teaching device: proceed, however, at once to correct the error as follows:



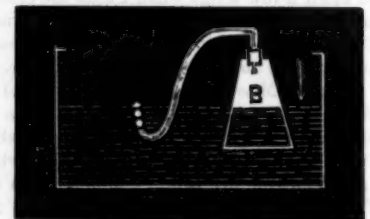
Experiment 2. Now take a tumbler (B) having a hole drilled in the bottom of the glass. Invert tumblers A and B, and plunge them gently under water.

Observation.—The tumbler B becomes immediately filled with water, whilst A remains apparently empty as before. At a distance no difference between A and B can be detected. The scholars should be brought near, and encouraged to try the experiment for themselves. If by questioning the class as to why B fills with water while A does not, the suppositions are not made by the class, they must be told by the teacher.

Supposition.—Something in the tumbler A prevents the water entering, while in the case of B it may have escaped through the hole. Both suppositions may be tested as follows:



Experiment 3.—Tilt slightly the tumbler A, under water. Bubbles of the material escape, and as they leave the glass it becomes gradually filled with water.

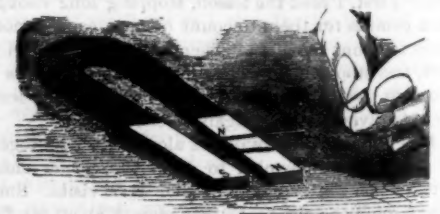


Experiment 4.—Fit the tumbler B with a cork and bent tube, Fig. 3, bubbles of the escaping material rise from the nozzle of the bent tube as the tumbler is gently immersed.

Inference.—The bubbles in these experiments consist of the material which filled the tumblers before immersion—when they were apparently empty. This material is termed *air*.

AN OPTICAL ILLUSION.

A very pretty experiment to show this, is illustrated in this Fig. taken from *La Nature*, quoted in *Popular Science News*. Take a board or the end of a box, and drive into it a nail or screw about three inches and a quarter in length. Attach to its end, by means of seal-



ing-wax, a quarter of a dollar, the "head" side facing outwards. At the side of it attach to the board a half-dollar with the same side in sight. Then, by looking at the coins with one eye, through a small hole about one twenty-fifth of an inch in diameter in a sheet of cardboard, both coins will appear to be of the same size, and, by slowly moving the cardboard towards the coins, the

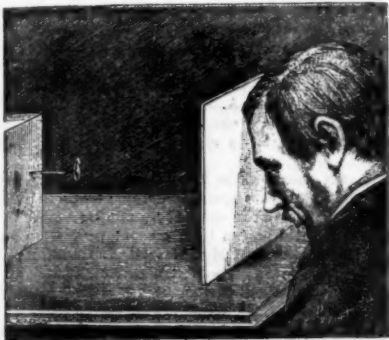
quarter-dollar piece may even appear to be the larger. The distance between the coins and the eye varies with different persons, from six to ten inches; but the proper distance can easily be found by experiment.

A similar illusion occurs when one views the moon through a telescope. The magnified disk appears to be much smaller than when seen by the naked eye, though the reverse is really the case. In such cases seeing is not believing, and the proverb is only true when our eyes do their "seeing" under the familiar and accustomed conditions.

AN INTERESTING EXPERIMENT WITH A MAGNET.

Mr. William Salisbury gives, in the *Scientific American*, a very interesting experiment in magnetism, which realizes the old legend of Mahomet's coffin, which was said to hang suspended in the air, between heaven and earth. The *Popular Science News* thus describes it:

Take a horseshoe magnet and a common sewing needle. Insert a light thread in the needle, tie, and cut off one end, leaving a single thread six or eight inches long. Lay the magnet on a table, with poles in front, and magnetize the needle by rubbing it several times, always in one direction, by one pole of the magnet: after each



stroke returning the magnet in an arc through the air. Take the end of the thread between thumb and finger, and suspend the needle over its attractive pole, allowing the point to come within one-fourth of an inch of the magnet; then, with a circular sweep of the hand, to keep the point in position, draw the eye of the needle down toward the other pole. This, if carefully done, will bring the needle to a horizontal position, where it will remain, floating, or in suspension, as long as the thread is held steadily. The magnetic forces operating to produce this effect appear to be, first, the attraction of the left pole for the point of the needle; second, the repulsion of the right pole for the same point; and third, the attraction of the right pole for the eye of the needle, which is resisted by the thread supporting the needle; the latter also is held from approaching the left pole by the same means.

If a small magnet is used, the point of the needle should be broken off, to reduce it in length. The thread may be held close to the needle; an inch length of free thread is enough. The experiment may be made more effective by covering the magnet with a sheet of paper, thus concealing it.

A PLAN FOR TEACHING HISTORY.

Have several different histories within reach of the pupils, and encourage them to use them for reference.

Take some one good author to serve as a guide, or leader, and then supplement this with reading from other authors.

At the beginning of school take one good work on United States history, and divide the whole book into about eighty topics, each topic to have *two days'* work. By this means, the whole study of United States history will be completed once in a term.

For instance, John Adams' administration constitutes one topic. Consult other histories, and see what pages, or paragraphs, treat of this topic, and write on the board such pages of such histories to be read by the class. Have two recitations on Adams' administration. In the first recitation, the class will read by paragraph from the "leader" history, the teacher to question on the reading. See that each pupil has a blank book. In the second recitation, designate notes on the topic which the pupils write down in their blank books. Have pupils take note-books home, learn the notes, and recite them the next day.

Caution.—Do not give too much attention to dates. But if the pupil learns why a certain thing was done at a certain time, or what the effect of a certain occurrence was, he will remember this a great deal longer, and the recollection of this will help to keep the memory of the date by association.

JOHN C. MYERS.

THINGS TO TELL PUPILS.

SPIDER'S WEB SILK.—A scientific experimenter once drew out from the body of a single spider, 3,480 yards of thread or spider silk—a length a little short of three miles. Silk may be woven of spider's thread, and it is more glossy and brilliant than that of the silk worm, being of a golden color. An enthusiastic entomologist secured enough of it for the weaving of a suit of clothes for Louis XIV.

NATURAL SOAP SUDS.—Mono Lake, Cal., is full of soda, borax, and other minerals in solution. The dirtiest and grasiest of clothing is made clean in half a minute by simply rinsing the article in the lake. It lathers naturally when agitated.

When there is a high wind a wall of suds three or four feet high is seen along that shore upon which the waves beat. As the prevailing winds are from the west, all vegetation on the western shore of the lake is killed for a distance of many rods. When there are unusually high winds the balls of suds are blown so far inland as to reach clumps of willows and other bushes, the leaves of which are then seen to be scorched as though by fire. The water, just as it comes from the lake, would make an excellent shampoo for the use of barbers.

FIGURES FOR THE GEOGRAPHY CLASS.—The human family living to-day on earth consists of about 1,450,000,000 individuals. In Asia, where man was first planted, there are now approximately about 800,000,000, densely crowded; on an average 130 to the square mile. In Europe there are 350,000,000, averaging 100 to the square mile—not so crowded, but everywhere dense and at all points overpopulated. In Africa there are 210,000,000. In America, North and South, there are 110,000,000, relatively thinly scattered and recent. In the islands, large and small, probably 10,000,000. Of the race, 500,000,000 live in houses partly furnished with the appointments of civilization; 800,000,000, in huts or caves with no furnishing; 900,000,000 have nothing that can be called a home, are barbarous and savage. The portion of the race lying below the line of human condition is at the very least three-fifths of the whole, or 900,000,000.

A FEW FACTS ABOUT ELEPHANTS.—The true teeth of the elephant have a curious method of progression, "moving gradual y forward from behind in regular succession: each old front tooth as it is worn away being pushed out of place by its successor."

It is the trunk of the elephant which is its most remarkable feature. Cuvier estimated it as containing forty thousand muscles. It is both hand and nose. Though the trunk is so useful, it is a very tender and delicate organ, and is not used in the rough manner generally supposed. In making an attack, it is raised high in the air out of the way. When a great weight is lifted, it is not the trunk, but the tusks, which are employed, the former only holding the object upon the latter. It is not generally known that there is a resemblance between the stomachs of the elephant and the camel, since both possess the power of storing water. Hunters have been often astonished at seeing elephants, which they have been chasing for some time, insert their trunks into their mouths, and there obtain a supply of water that is blown over their dry and heated bodies.

A LOFTY HOME.—The highest point of human habitation upon the globe is that of Pike's Peak, which is three miles above the sea. The supplies for this station, which is maintained by the government, are carried up in summer by little, sure-footed donkeys in loads of two hundred pounds. Wood is cut at the edge of the timber line, three miles from the summit. Thunder storms on the peak are alarmingly terrific, the atmosphere is highly charged with electricity, and at times the whole mountain top appears like one immense sheet of flame.

HOW CANADA GOT ITS NAME.—The Spaniards visited that country previous to the French, and made particular search for gold and silver, and finding none, they often said among themselves "Aca nada" (there is nothing here). The Indians, learned this sentence and its meaning. The French arrived, and the Indians, who wanted none of their company were anxious to inform them, in the Spanish sentence, "Aca nada." The French, who knew as little of Spanish as the Indians, supposed this was the name of the country, and gave it the name of "Canada," which it has borne ever since.

THE ONLY UNCAPTURED CAPITAL.—Albany is the only capital of the original thirteen states which was not captured during the Revolutionary war. When Boston, New York, and Philadelphia had fallen Albany remained secure. Enemies endeavored to capture it from the north, but melted away by the time they reached Saratoga. Time and time again did the English troops attempt to force their way up the Hudson, but with ill success. During the war of 1812 the attempt was again made to capture Albany from the north. But though the capital of the nation was pillaged, Albany remained in security. Even in the dark days of the seventeenth century the French and Indians did not come closer than Schenectady.

THE STATUE OF NATHAN HALE.—Pupils are familiar with the history of the "Martyr Spy," how he volunteered his services to cross the enemy's lines and procure information of their movements; how he was captured and executed the next morning, with these last words on his lips: "I only regret that I have but one life to lose for my country." The people of Connecticut are to commemorate his name and heroic death by placing a statue in the capitol. It is the work of Carl Gerhardt of Hartford, and is a bronze figure of heroic size. The patriot is represented standing with the arms partly outstretched, and in an attitude suggesting his famous words of regret that he had but one life to give for his country.

INDIANS WHO MAKE BREAD OF ACORNS.—The Mahabals of Nevada, have a novel way of making bread. Owing to the failure of the pine-nut crop, many of them went to California and gathered acorns. They pound the acorns up in a hollowed rock, and sift the meal through a sort of willow basket. They throw a piece of cloth over a pile of green pine boughs, pour the meal upon the cloth and dampen it, allowing the surplus water to run off through the cloth and boughs. They then put the wet meal into a water-tight basket, and, after pouring water over it, put in heated stones to cook the bread. When the preparation becomes about as thick as mush, they dip it out with large cups or cans, and pour it into a pool of cold water, which has the effect of hardening the dough into cakes of bread.

THINGS OF TO-DAY.

A dispatch from Palmer, Mass., says that the school-house in which Henry Ward Beecher preached his first sermon, located at Dwight Crossing, has been burned.

Business is reported unusually good, but trade has been somewhat hampered by a scarcity of money. In order to relieve this necessity, President Cleveland has issued a circular offering to purchase at a premium \$14,000,000 worth of 4 and 4½ per cent. bonds which have not yet matured.

A proclamation has been issued suppressing the National League in portions of Ireland.

Queen Victoria's jubilee gifts, which were exhibited in London, drew large crowds.

Union and Confederate veterans held a re-union at Evansville Ind., which was marked throughout with the best of feeling.

Rev. Alexander Mackay-Smith has been appointed by Bishop Potter archdeacon of New York, and the clergy have confirmed the appointment.

Saloon-keepers and their partisans attempted to kill William A. Taylor recently, at Sutton Bay, Mich., after he had delivered a speech on prohibition in that place. He managed to escape.

Oil wells in Northwestern Ohio caught fire recently, the flames extending for miles.

Fifty thousand inhabitants of Messina have fled from that city on account of cholera.

A heated discussion is going on at Fort Scott, Kansas, over the attempt of the colored people to get their children admitted to the public schools. In each case where colored children have presented themselves at the schools intended for white children, they have been refused admission.

The colored people of Jackson, Miss., celebrated Emancipation Day, Sept. 22. The name of Lincoln was enthusiastically applauded.

The railroad commission that is investigating the inside history of the Pacific railroad, whose officials are suspected of bribing congressmen, has held a session in New York. One of the most important witnesses was C. P. Huntington, who was examined at some length.

In a recent speech Henry George pronounced the national banking system stupid, and said that the treasury surplus should be abolished.

During the festival at Rome, Sept. 20, four bombs were thrown in front of the Vatican. One entered the Papal barracks.

On Sept. 22, Michael Davitt sailed for America on the steamship "Britannic."

An institution for the maintenance and education of indigent children will be built in New York, with \$500,000 contributed by Jose Sevilla, the Peruvian millionaire, for that purpose.

Mayor Hewitt announces his intention to put an end to the reckless tearing up of pavements in New York.

During the passage of the steamship "Umbria" from Liverpool to New York, the lives of thirteen men were saved by taking them from a wrecked schooner. The "Umbria" lost only forty minutes time.

Fire destroyed \$210,000 worth of property at Minneapolis.

A fire in the Grant locomotive works at Paterson, N. J., did \$150,000 damage, and threw 600 people out of employment.

Hon. W. H. Earle was nominated for Governor at the Prohibitory state convention at Worcester.

If you decide to buy Hood's Sarsaparilla, do not be persuaded to take any other. 100 doses \$1.

FACT AND RUMOR.

A congress of the adherents of the new universal language system, known as "Volapuk," has just been held at Munich. Eighteen academicians were elected, representing Germany, Hungary, Austria, Holland, Russia, Sweden, France, Spain, Portugal, Italy, Asia Minor, England, and North America.

President Langston, of the Virginia normal and collegiate institute, at Petersburg, Va., says that there are now not less than 25,000 negroes on this continent and the adjacent islands.

M. Pasteur is now a baron by right of the decoration conferred upon him by the Austrian emperor. And two more of his patients have died.

It is considered probable that Mr. E. W. Blatchford, of Chicago, the vice-president of the American Board, will be elected to the presidency of that organization, left vacant by the death of Dr. Hopkins.

The Asbury Park summer school was attended by teachers from all parts of the country, from Maine to California, and from the Lakes to the Gulf.

"Dr. Jekyll and Mr. Hyde," Mr. Stevenson's famous story, was written in four days, a most remarkable literary feat, both for its striking plot, and the rapidity of its execution.

There is an alarming amount of illiteracy in Massachusetts. As by far the greater number of these illiterates are of foreign birth the fault is not with the public school system.

Leroy D. Brown, state superintendent of public instruction of Ohio, has been elected president of the state university of Nevada. He is thirty-eight years old, and a native of Ohio.

The first number of the *American Journal of Psychology* will appear early in October.

Rev. J. E. W. Bowen, a colored Methodist minister, submitted his thesis to the faculty of Boston University, and received the degree of Doctor of Philosophy, the first ever conferred upon a negro.

The Turkish government has forbidden Moslems to let their children go to Christian schools in Palestine. At the same time it is stated that the Sultan has set the seal of the imperial approbation on thirty-two editions of the Arabic Scriptures and parts of Scriptures.

The freshman class of Yale numbers over two hundred, and is the largest on record. The scientific school has over one hundred students in the new class.

In his speech at Newburg Gov. Hill said: "The imperial state of New York, with its 12,000 public schools and school-houses, extending like fortifications on every hilltop and in every valley are far better for the protection of the people than fortresses of stone or iron."

The population of Canada is estimated at 7,000,000.

Syracuse University is to have a fine, substantial woman's college, the gift of Mr. John Crouse of that city.

In Uruguay there are over fifty public schools for primary classes, and over one hundred for second grade, besides three public high schools, are open alike to all religious denominations. Of what are termed rustic or rural schools, there are over 170; and the total number of scholars, in 1884, amounted to 27,000. Of private schools, there were 430, having an attendance of about 20,000 pupils. Rudimentary instruction of some sort is compulsory upon all children between the ages of six and fourteen.

EDUCATIONAL NOTES.

COLORADO.

Miss Louise Morris, of Pueblo, and a graduate of Pueblo schools, is the principal of the Socorro, New Mexico, school.

David O'Brien, M.D., is the new professor of chemistry in the Agricultural College. He comes from the Ohio state university, where he was assistant in the department of chemistry.

Jarvis Hall, Denver, opened with a larger number of boarders than ever before in its history. Mr. Holden, the new master in charge, is evidently an excellent man for the position.

Wolf Hall has also opened with an unprecedentedly large attendance. Plans are now being perfected for a new building for this excellent institution. It is to cost \$100,000. It will be devoted to the higher education of women, and it is expected that in time the institution will become the Vassar of the West.

It seems that the Baptists of Denver are quietly maturing plans for a ladies' college to be located in that prosperous city.

A laboratory will be fitted for the use of the high school in District 20, Pueblo.

Pueblo.

Supt. F. B. GAULT.

DISTRICT OF COLUMBIA.

At a recent meeting of Cardinal Gibbons and a large number of Catholic prelates, it was decided to locate the new Catholic University, at Washington. It is said that \$8,000,000 will be required to build and place the University on a solid basis. Of that amount \$700,000 has been secured, including \$300,000 donated by Miss Caldwell. The theological department will be the first to be opened, and that will be under the charge of the Order of St. Sulpice. It was decided to begin work on the buildings during the fall. Bishop Keane, of Richmond, was elected as first rector of the University, and a building committee, consisting of Archbishop Williams, Bishop Keane, and Thomas Waggaman, was appointed. The collecting committee consists of all the archbishops and bishops in the United States. The undertaking is approved by the Pope.

KANSAS.

The Woodson county normal began Aug. 12, and continued four weeks. Conductor, Supt. J. E. Klock, of Emporia; instructor, Prof. J. N. Stout, of the *Neosho Falls Post*. Both the gentlemen are well known in educational circles, and are popular institute workers. The only evening lecture, "The Mission of the Teacher in the Nation," was given by Supt. E. L. Cowdrick, of the Yates Center schools.

Miss Lizzie Davidson, of the Yates Center schools, has accepted a position in the schools of Emporia. Miss Euphemia Frame was offered a position, also, by Prof. Klock, but when last heard from had not yet accepted.

Miss Lizzie Stephenson, ex-superintendent of Woodson county, gave such satisfaction as acting superintendent of the state model department of the state normal school, at Emporia, that she was offered a permanent position by the regents, in the same capacity, which offer was accepted by her. Woodson county seems to be a training school for Emporia.

Yates Center schools begin Sept. 28, and continue eight months. The former principal was retained at an increased salary. The corps of teachers remains the same, with the exception of Mrs. Margaret Wiggins, of the Washington, D. C., schools, who was elected to fill the position made vacant by the resignation of Miss Davidson.

The following is from the *Chicago Advance*, and is a just tribute to one of Kansas' best teachers, Prof. James H. Canfield, of the State University: "Mr. Canfield, the secretary of the National Association, would make a first-class reading clerk of the House of Representatives at Washington. He was quick as a flash to apprehend, and no notice given by him had to be repeated. No convention, political or other, which has assembled in Chicago for years, has had his equal in that position."

Watson: Templin, of the State University; Rose, of Rosedale; Miss Eva Halstead, of Leavenworth; Miss Flora Eddy, of Topeka; and many others, are among the best teachers in the state, and the doctor should feel a glow of satisfaction every time he thinks of them, and no doubt he does.

Sellma schools must be prospering. There are three new buildings, costing \$25,000, and six new teachers added to the force. Supt. F. H. Umbolt, of Pennsylvania, succeeds Prof. Olin, at Toia.

Yates Center.

E. L. COWDRICK.

KENTUCKY.

A union educational meeting of the ninth and eleventh districts was held at Pleasureville, Sept. 24. The vice-presidents, Miss Maggie Bussabarger and Thomas Hunter, prepared an interesting program.

MICHIGAN.

Out of 1,000 Indian children of school age in Michigan, only 160 are in the Government schools, of which there are now eight in operation. They cost about \$4,000 a year. The amount spent last year for various benefits was about \$8,000.

Mark W. Stevens, the state Indian agent, in dealing with industrial education, says:

"I believe if an industrial school were to be established in one agency from 300 to 500 Indian children would attend, and, unless some such method is adopted, the future education of Indians in Michigan, outside of those on reservations, in my opinion is very uncertain."

MINNESOTA.

Prof. George R. Simpson arrived in Faribault Tuesday evening, from Dakota. He has accepted the principalship of the Faribault high school, and the citizens are right glad to welcome him back again to their midst.

The Northfield public schools opened September 12. The reins of government were again placed in the hands of Prof. Ben. Hathaway, who has proved himself worthy of them in the past.

Rev. Prof. Geo. C. Tanner, formerly of Owatonna, Minn., and late of Bethany College, Topeka, Kansas, arrived in Faribault last week with his family. The professor takes the position of chaplain at Shattuck school.

Prof. H. E. Whitney and family returned to Faribault last week from "The Cedars," where they spent the summer. The professor resumed his duties at Shattuck, September 22, the opening day of that institution.

St. Mary's Hall re-opened for the fall term September 8.

D. H. Carey, Miss Lillie Gordon, Miss Abbie Gordon, Miss Addie Fish, and Miss Belle Gratiot are the teachers for the Dundas schools the coming year.

Prof. Paine started Friday last for a two weeks' sojourn in Washington and other Eastern cities.

A brief note from Supt. W. M. West, of the Faribault public schools, under date of Oxford, England, says: "We are resting this week in Oxford; visit chapels, halls, libraries, etc., in the morning; loiter about in the shady walks and gardens, read or sleep in the afternoon, and in the evening row or float on the Isis until bed-time. Our whole trip has been as perfect as 'tis given to anything on this planet to be."

Prof. C. W. Clinton left on Wednesday for a three-weeks' visit at St. James, Minn.

Correspondent.

MISSOURI.

Prof. J. P. Pfaff, principal of the public school at Hermann, passed vacation in Kansas, and is now at his post again with a fixed determination that an improvement on last year's work must be accomplished. He is assisted by four teachers, G. A. Freund, A. H. Walker, the Misses Drue and Weikusat.

Dr. H. A. Gross, of Drake, certainly is one of the true friends of education. He takes a deep interest in the progress of our schools, and is a frequent visitor of our institutes.

S. L. Parson is teaching a school near Bland, Mo. Mr. Parson has the reputation of being one of the leading teachers in this part of the state.

L. C. Ott, school commissioner of Gasconade Co., has been doing good work since in office. Out of twenty-four teachers, that applied for certificates at the first two examinations, only four were successful. Under such administration our schools are bound to improve, and the salaries of teachers will obtain a lift.

Charles F. Pope is one of the oldest and most popular teachers in Gasconade county. He will teach a school near Woolam this year.

W. R. Vaughn says: "I teach for mere necessity." He has charge of a school near Owensville.

Louis Schaumburg is again employed in the Little Berger school. He has been teaching this school since ten years.

T. J. McMillan is teaching near Ilem. His wife will teach a school in that same neighborhood.

Squire Cahill is teaching near Red Bird. He is the present chairman of the Gasconade Co. teachers' association.

Hermann.

ANTHONY B. WALKER.

NEW YORK.

The twenty-first annual meeting of the Clinton county teachers' association was a success despite the fact that there were many counter attractions. The program was carried through with a vim, all the papers being exceedingly well written.

The association was welcomed at Plattsburgh by Hon. Wm. S. Mooers, president of the board of education. The regular program was opened by Supt. Fox Holden, who discussed "Illustrations in Teaching," confining his remarks to home-made apparatus. He was followed by S. A. Perkins, of West Chazy.

Prin. Perkins earnestly advocated blackboard work, claiming that, in general, the blackboard is rather under-used than over-used, at the same time describing a method for making a good board for country districts, where a deficiency of such aids is felt.

Miss Florence McFadden, of Beckmantown, followed with an able essay. At the close of the afternoon session A. W. Norton, of Elmira, gave a graphic description of the reformatory at that place. In the evening he lectured, choosing for his subject: "What does it Signify?"

The exercises Friday were opened with an essay, "Our Object," by Miss Ella Barber, of Mooers; Miss Comstock, of Plattsburgh, following with an able paper upon "Oral Teaching." In this she held that teaching in primary grades should be aided somewhat by text-books, though more for reference than for class use. In discussing this paper, J. F. Noah, of Dannemora, advocated the entire absence of text-books for the first two years in the primary grades, the scholars being kept busy while at their desks with the reproduction of their lesson.

One of the most instructive essays of the session was on "Color Lessons," read by Miss Lettie Boynton, of Au Sable Forks. Miss Boynton is a pioneer in this section in making color lessons a part of the school course, and her report of its results was so satisfactory that it will be tried in other schools. She particularly dwelt upon the fact that these lessons were an important factor in the discipline of the school.

In the discussion upon "Educational Literature," it was found that Page's, Parker's, and Payne's (the three P's) works were the universal standard of the teachers, and some teachers had but one book and that was Page's. Upon a vote being taken, to find Institutes will be held as follows:

If all took educational papers, it was found that the INSTITUTE had more subscribers than any other educational paper, very high praise being bestowed upon the practical value of the JOURNAL and INSTITUTE.

A paper read by Prin. Coates, of Elizabethtown, was of extra-

ordinary interest, as he advocated a new method in geography. He said that the present method of teaching this study was faulty. He claimed that teachers should begin instruction with man (condition, etc.) and his environment in a local manner. As the condition of a race is epitomized in the individual, a local example can be taken. The present method does not create a healthy desire, on the part of a child to know more of this study, for while in school, he knew many to be influenced too much by class standing, percentages, etc., to take interest in their work after the novelty had worn off. He would not teach places in an abstract manner, but wait until a healthy desire on part of pupil had been created by reading books of travel, hearing tales related by teacher, etc., to know their location. A paper by Miss R. C. Strickland, and its discussion by Principal Hill closed the program.

The teachers and public were addressed in the evening by C. W. Bardeen, of Syracuse.

DATE	PLACE	INSTRUCTORS.
October 3,	Cato,	Prof. H. B. Sanford.
" 3,	Niagara Falls,	Prof. S. H. Albro.
" 3,	New Palis,	Dr. J. H. French.
" 3,	Cairo,	Prof. C. T. Barnes, and Prof. I. E. Stout.
" 10,	Glens Falls,	Prof. H. B. Sanford.
" 10,	Schoharie,	Prof. S. H. Albro.
" 10,	Walton,	Prof. Isaac H. Stout.
" 17,	Carthage,	Prof. H. B. Sanford.
" 17,	Saugerties,	Prof. S. H. Albro.
" 17,	Lowville,	Prof. C. T. Barnes.
" 24,	Schoharie,	Prof. H. B. Sanford.
" 24,	Moravia,	Prof. S. H. Albro.

PENNSYLVANIA.

Prof. S. F. Hogue, formerly of the Edinboro normal school, has accepted the duties of theory and critic teacher in the California state normal school, California. There can be no doubt of his success.

Prof. S. A. Johnson is the new principal of the Dallas schools. His assistants are Mrs. S. A. Johnson, and Miss Susie A. Worden. Homer J. Ross will have charge of the schools at Emonton, and D. C. Murphy was lately elected principal of the schools at Ridgway.

Dr. Albert N. Raub, of the *Educational News*, and Miss Leila E. Patridge will be the principal instructors before the teachers' institute, held at Mercer the week beginning December 20.

Prof. W. A. Robinson has been elected professor of Greek at Bucknell University, and Miss Harriet A. Hamilton, lady principal of the state normal school at Mansfield.

The county institute of the teachers of Greene county will be held at Waynesboro the week beginning October 3; those of Berks and Potter counties the week beginning October 10; of Cameron, Mercer, and Tioga counties the week beginning October 17; of Allegheny county the week beginning October 24; and those of Adams, Bucks, Chester, Dauphin, Delaware, and Montgomery, the week beginning October 31.

Nanticoke. State Correspondent. WILL S. MONROE.

PLACE.	DATE.	PLACE.	DATE.
Waynesboro,	October 3.	Coudersport,	October 10.
Reading,	October 10.	Wellboro,	October 17.
Driftwood,	October 17.	Smethport,	October 17.
Pittsburg,	October 24.	Washington,	October 24.
Montrose,	October 24.	Gettysburg,	October 31.
Norristown,	October 31.	Harrisburg,	October 31.
Media,	October 31.	Waterford,	October 31.
Doyestown,	October 31.	West Chester,	October 31.

WEST VIRGINIA.

Prof. Alexander L. Wade, of Morgantown, author of the "Johns Color Chart," and "Color Teaching in Common Schools," has spent most of his life in school work, as student, teacher, superintendent, lecturer, and author.

MARYLAND.

Mr. Jacob Grape, Jr., first assistant in a grammar school at Baltimore, Md., has been a teacher in that city for six years, and has achieved marked success in his calling.

Mr. J. F. Arthur, principal of one of the Baltimore grammar schools, is distinctly a Baltimore teacher, having been educated in the public schools and college of that city, and having spent twenty-six years there, in the capacity of teacher.

VIRGINIA.

Randolph-Macon College, at Ashland, offers various advantages, on beginning its fifty-third session, among which are increased facilities in the scientific department in the newly-established department of physical culture, on the Sargent system.

NEW YORK CITY CORRESPONDENCE.

THE WORKINGMEN'S SCHOOL.

Dr. Rickoff, who has just assumed charge of Felix Adler's famous "Workingmen's School," says that that institution has sufficiently demonstrated the fact that manual training is practicable in schools of large numbers. The work-rooms there easily accommodate classes of twenty, which is about one-half as many as are usually in a class in the city schools. But of course they could be made to accommodate more, or classes could be divided and part sent into the work-room at a time.

Dr. Rickoff wonders how thoughtful people who approve of the kindergarten system, can approve of the abstract work required of the little children in the primary grades. It is an abrupt transition from the things which the child can see and understand, into an unknown region where all is strange and meaningless. The knowledge which he gains he cannot realize, it is so far beyond the bounds of his observation. Here book learning is introduced very gradually with a constant aim to make the child realize all he learns. At the same time the busy work which delighted him in the kindergarten is extended into the construction of paste-board forms, clay-modeling, wood-crafting, and the drawing which is the preceding accompaniment of each.

In the sewing-room the little girls begin their work with the square with which they grew familiar in the kindergarten. Here they cut it out in cloth, and it becomes a pocket handkerchief. They measure it with rulers before cutting, and turn down the hems by rule,—an inch or half an inch, whichever they decide upon. They are allowed to exercise their own taste as far as pos-

able. After the square comes the oblong, which makes up into aprons, pillow-cases, and sheets. These are followed by the more intricate garments cut to fit parts of the body, and the course ends with dress-making. The girls who graduated last term all made their own graduation dresses, which Miss Pepper, their teacher, pronounced very pretty indeed.

Clay-modeling and drawing is taught by Mr. Brush, a young artist who has read Herbert Spencer to some purpose. He sees that teachers are beginning at the wrong end in teaching drawing when they set the children to work upon dictation exercises and scientific terms. "As soon as a child sees an object correctly he can represent it correctly. It is not a matter of hand training as in piano practice. It is the training of the power to see things. The hand will go all right as soon as the mind sees where it is to go."

The children in Mr. Brush's room were supplied with toy pails, boats, watering-pots, churns, etc., which they were earnestly trying to represent upon paper. "We began upon cubes and prisms," the teacher explained, "but they were not specially interesting, and the children soon grew tired of them. These they take more interest in, and look at more sharply. And, after all, what is the use of boring a child with a cube when she can draw a boat like that?" exhibiting a very good picture of a boat by one of the girls. "This shows that she has looked at that boat until she has seen it correctly, except that she has it a little too short for its width." The criticism which followed was all aimed to show the children where they had failed to see the object before them correctly, and with a keener eye and resolute will each child went to work to remedy his defects.

SPECIAL TEACHERS IN PRIMARY GRADES.

Dr. Rickoff thinks that for children in the primary grades special teachers of special subjects are not as well as teachers competent to teach all the exercises laid down for each child. His reasons are that the teacher who is constantly with the children, knowing them better, can secure better attention, and keep better order than the teacher who comes in just for the special lesson. Besides, he thinks that people who have given their attention entirely to a special art or industry, are not so well adapted to teach little children. He has, therefore, arranged his faculty so that in the three lowest grades the children remain with one teacher all day, the special teacher acting as supervisor of his specialty in that room. This plan, he thinks, would work well in the public schools of the city. The board could provide instruction for the teachers, to enable them to qualify themselves for the new work, at less cost than would be required for the salaries of a sufficient number of special teachers.

INDUSTRIAL WORK IN COUNTRY SCHOOLS.

Being asked what industrial work could be done by teachers in schools where no work-rooms could be provided, Prof. Rickoff mentioned several exercises which could be introduced, even in the ungraded country school, where he passed several of his early teaching days. "The little ones there enter the schools at five, with no previous kindergarten training. They could begin stick-laying, and from that go by easy steps to the drawing of simple forms, to cutting out cubes, prisms, etc., in pasteboard, then to joining them, then into more intricate and artistic designs, such as these," pointing out some ornamental work done with the scroll-saw upon thin wood.

If the scroll-saw could not be procured, stiff manilla paper could be used, and cut out with a knife or scissors. The first step in all of these is the drawing, and then the execution of it in the construction of that for which it is intended.

In any ordinary school-room, built to accommodate fifty or sixty children, room could be found for a table in one corner which would serve for the work-shop. Teachers need not wait until they have a complete and definite course laid out. They need not wait to see the end from the beginning, but with an intelligent idea of what is to be gained by such work, set about doing that which is possible under existing circumstances.

THE TEACHERS' MUTUAL IMPROVEMENT ASSOCIATION.

Held its first meeting since vacation on Monday afternoon at grammar school No. 47. With characteristic enterprise the first business attended to after the reading of the reports was arranging for a reception for the Hon. A. S. Draper to be given early in October, probably the afternoon of the 15th. Definite announcement of time and place will be made next week. The Primary Teachers' Association is invited to unite with them in holding the reception, and all the city teachers will be earnestly invited to attend. Mr. Draper will be asked to discuss fully the matter of a uniform state examination for teachers, which aroused so much interest last spring.

A letter from Dr. Butler, President of the Industrial Education Association, was read, tendering the hall of the association building, No. 9 University Place, with its library and cabinet, to the free use of the teachers for their meetings and for a general headquarters. This generous offer met a need long felt and it was accepted with hearty thanks.

The attention of the association was called to the fact that Mrs. Dr. Warner, of the 12th Ward, is being proposed for the vacant office of school trustee, and having learned by experience that women make good trustees, they decided to express their approval officially.

Before adjournment, Mrs. Kate J. Doepp was elected to the vacant office of vice president.

The first lecture in the course of the "College for the Training of Teachers" (Industrial Association, No. 9 University Pl.) will be given Tuesday, October 10, at four P. M., by Dr. Thomas Hunter. Subject, "Reading and Spelling." The lectures will continue all winter, every Tuesday and Friday afternoon at four o'clock.

47 Bible House.

E. L. BENEDECT.

THE ART STUDENTS' LEAGUE.

One of the most interesting educational features of New York is found at 143 East 23d St.—the Art Students' League. It was established by students of art who wished to improve themselves; these elect twelve members who select teachers. These teachers are the famous artists of the city; for example, they have selected Messrs. Cox, Mowbray, Shiras, Brush, Cassa, Fitz, Beckwith, St. Gaudens, Brewster, Levy, Dewing, and Raskin. The league is in a very prosperous condition; in spirit of emulation exists that produces good work. The removal into the

new rooms will give better facilities; all but one room has a skylight.

The general course is as follows: A young student enters the preparatory class, and draws from the cast; as he advances he goes on into the life class when drawings are made from the model. He comes under the instruction of the best artists on the continent, and derives from it an insight into proper method of work. Lectures are delivered also, and criticisms made that are of great value. There is a collection of photographs, cast-engravings, and pictures that is designed to aid students.

The league attracts students from all parts of the country; the increased attention that is being paid to art reaches the most remote hamlets. There are thousands of young men and women who want to study art so as to make it a life business; to such the league will prove to be of the very highest value. A careful inspection of its method for several years impels the conviction that it offers the best advantages possible for students in this city or from abroad.

A new school, No. 8, has been opened in King St. It takes the place of the Grand St. school near South Fifth Ave. The male department of the school in Clark St. has been transferred to it. The new building for grammar school No. 2 will not be opened until November.

LETTERS.

LENGTH OF SCHOOL SESSION.—Has a teacher a right to dismiss the chart class at three o'clock?

NUMBER FIVE.

Certainly. Common sense and not legislative enactments regulate the length of a school session. I am of the opinion that one and a-half hours are quite enough for a child to be in the school-room.

By dividing a school of sixty pupils into four divisions, each division to be at school one and a-half hours daily, better results could be attained in our primary departments. We want smaller schools and shorter periods for the little children; and if the school authorities will not permit the division of a school into sections, the primary teacher should dismiss the small pupils thirty minutes before twelve in the morning, and not later than three in the afternoon.

W. S. M.

BUSY WORK.—I have a school of seventy pupils. My greatest difficulty is in keeping the little ones busy. Suggestions in this line would be very thankfully received.

ONTARIO.

Miss Lelia E. Patridge's "Quincy Methods" will give you many admirable suggestions and practical devices. If your school is ungraded, dismiss the little ones earlier than the others. Intest them in drawing, weaving mats with colored bits of paper, building geometrical forms with tooth-picks and dried peas soaked over night in water, tracing pictures on oiled paper, making various forms with shoe-pegs, and a thousand other devices which you must invent yourself. When they become restless give them a brief intermission, or have a callisthenic song, or gymnastic exercise.

W. S. M.

COURSE OF STUDY.—Will you outline a course of study for a primary school?

A. D. S.

You probably only need a few suggestions to make a course of study yourself. As teachers we have yet to learn that children are not made for courses of study, but that courses of study are made for children; and a person unacquainted with your pupils and circumstances would scarcely be able to plan a helpful course of study. You want to teach your children to get thought from the printed books and chart, number by means of objects and illustrations, and learn to draw by following the teacher as a model. What you most need is not a course of study, but a few hints and suggestions, such as Col. Parker's "Talks on Teaching" would give you.

W. S. M.

A REPLY TO MR. MARBLE'S REQUEST.—E. E. K. is merely one of the by-standers who makes remarks. It did not seem in the least necessary to supplement Col. Parker's splendid undermining of Mr. Marble's "positions" by any weaker arguments that E. E. K. had to offer, but since "progress" is a term that needs clearing up, here is an attempt to show what it means when applied to education.

Education is a systematic assisting of growth. Growth may be downward, upward, lateral, or oblique. It proceeds in obedience to certain laws.

Education, as an auxiliary of growth, should be beside it everywhere, seeking out its most hidden avenues and accompanying it from the central germ in all directions.

The laws and methods of growth are established, but are not all discovered. The means by which growth may be assisted are probably all in existence, but only a few of them have been discovered. Artificial means have been invented, causing partial and distorted growth.

As education turns its back upon the invention of substitutes, and its face toward the discovery of natural means of nourishing growth, it makes progress.

Two instances come to mind which may be used by way of negative illustration:

1. A little Miss, desirous of helping her kitten to grow, tied its head to one door-knob and one of its hind feet to another, and stretched the string by slowly opening one of the doors. When the kitten meowed with pain, she consolingly remarked: "Never mind, pussy dear! When I get through with you, you'll be a big cat!"

2. Some twenty-five years or more ago, in a country town in Maine, a class of boys and girls of 12 to 15 years of age were plumped right into the classic subtilties of Miltonic verse.

E. E. K.

MIRTH FROM THE SCHOOL-ROOM.

Teacher (in loud tones): "What is your name?" Boy (in weak voice): "Johnny Welk, sir." "How old are you, Johnny Welk?" "Twelve years old, sir." "Now, John, tell me who made this grand and glorious universe." "Don't know, sir." "What! twelve years old, and don't know who made this noble sphere! James Smith, go and cut me a whip." The birch was brought, and held over the trembling boy. In thundering tones the teacher demanded: "Now, tell me, who made this great world we live in? In a tearful voice Johnny answered: I did, sir, but I won't do it again!"

"Why so late?" said a schoolmaster to a little urchin, as he entered the room on a cold, alippery morning in February. "Why, sir," replied the boy, "I would take one step forward and slip back two." "Indeed!" said the teacher, "then how did you get here at all, if that was the case?" "Oh," said the boy, scratching his head and finding himself caught, "I turned round and walked the other way."

Albany teacher—"With whom did Achilles fight at Troy, Tommy?" Tommy—"Paddy Ryan."

Cleveland school ma'am—"How do they find the measurement of a ship?"

Smart youth—"By means of the navy yard, ma'am."

Scene: Grammar class. Dialogue between teacher and Johnny.

Teacher—"What is the future of 'he drinks'?"

Johnny—"He is drunk."

A School-teacher lately asked a boy, "Which is the highest dignity of the church?" After looking up and down, north and south, east and west, the boy replied, "The weather cock."

At the Primary school. Teacher—"Victor, tell me what animal it is that is most susceptible of attachment to man?"

Scholar (after reflection)—"The leech, monsieur."—French Paper.

Teacher—"Johnny, you must always be kind to animals."

Pupil—"I wish you'd tell pa that."

Teacher—"Why, Johnny?"

Pupil—"I'm an animal, ain't I?"

Teacher—"Of course you are."

Pupil—"Well, pa licked me this morning."

"Happy is the country that has no history," as the schoolboy said, on being flogged the third time for not knowing who was Henry the Sixth's wife.

A schoolboy remarks that when his teacher undertakes to "show him what is what," he only finds out which is scotch.

Nothing in a recently published compilation of like definitions excels the following, said by the Norwich *Bulletin* to have been written by a boy in school in that city, in a language-lesson in which the word "organic" was to be used in governing the sense of the sentence: "The Italian is the most organic man on the face of the earth."

School-teacher—"Johnny, what is the second letter in the alphabet?"

Johnny—"Don't know."

School-teacher—"What flies about the garden?"

Johnny—"When?"

School-teacher—"In the summer."

Johnny—"O, I know—mother after the hens."

A teacher was endeavoring to find out the proficiency of her little friends in mental arithmetic, and took the following method of ascertaining what she desired to know: "Now, children," she said, "suppose I have two squash pies and divide one of them into ten pieces and the other into one hundred pieces, which would you rather have, a piece of the pie that was divided into ten pieces?" There was an absolute hush for a moment, and then a little girl answered timidly: "One of the one hundred pieces!" "Why?" "Well, please, ma'am, I don't like squash pie."

A small boy in Belfast, whose deportment in school had always ranked one hundred per cent, came home one day recently with his standing reduced to ninety-eight. "What have you been doing, my son?" asked the mother. "Been doing!" replied young hopeful, "been doing just as I have all along, only the teacher caught me this time."

A little boy who is not eccentric among boys in his preference for play rather than study, came home from school rather disgusted last Monday, and on being asked the reason for his unhappy state of mind, replied:

"Each boy in school had to speak a piece about George Washington, and every blessed one told about the hatchet, and I thought I was going to be the only one who knew it."

Imagine those thirty hatchet stories, with their various variations and embellishments, and the poor victim of a teacher who had to sit through it and smile encouragingly on the youthful patriots.

In a little town in the south of England a lady teacher was exercising a class of juveniles in mental arithmetic. She commenced the question: "If you buy a cow for two pounds—when up came a little hand. "What is it, Johnny?" "Why, you can't buy any kind of a cow for two pounds. Father sold one for ten pounds the other day, and she was a regular old scrub at that."

"You were a nice, quiet little boy in Sunday school this morning, Bobby," said the minister. "I was very much pleased."

"Yes," replied Bobby, "pa said that if I'd behave a yacif in Sunday school I needn't go to church."

BOOK DEPARTMENT.

NEW BOOKS.

THE CURABILITY OF INSANITY, AND THE INDIVIDUALIZED TREATMENT OF THE INSANE. By John S. Butler, M. D. New York and London: G. P. Putnam's Sons. The Knickerbocker Press. 59 pp. 60c.

Within the compass of the fifty-nine pages which compose this little volume, Dr. Butler has crowded very much that is practical, useful, and suggestive. He is of a decided opinion that individualized treatment is called for in insanity as imperatively as in the case of acute forms of other physical disease, and believes that strictly recent insanity, in many cases, is completely cured under prompt, persistent, and united use of medical and moral means, and brings forward cases that have come under his own care and supervision to prove the truth of his convictions. He also suggests the most proper, attractive, and potent remedial agencies; and adds, "the question before us to-day is not only, what can the state do for the chronic insane? but the wiser and more timely question, how can we prevent insanity?" There is a full appendix of eleven pages, which contains much that is valuable.

DANTE. A Sketch of His Life and Works. By May Alden Ward. Boston: Roberts Bros. 286 pp. \$1.25.

Very much has recently been written, and brought before the reading public, concerning the immortal Dante; and this volume by Miss Ward adds another tribute to the poet's memory. There are twenty-four chapters in the book, a bibliography, and an index. It is very pleasantly written, and forms a good historical sketch of the condition of the country, just before and during Dante's life. In a most interesting manner the author relates the two great events which occurred in connection with the two contending parties of the nation. Dante was eight years old when Pope Gregory conceived the plan of restoring harmony between these contending parties, and assembled the two factions for that purpose in the dry bed of the Arno, at the foot of the Pontefice Grazie. When Dante was thirteen years of age a similar occurrence took place. Pope Nicholas III. sent Cardinal Frangipani to Florence with a great retinue to reconcile the two parties. The descriptions in connection with these efforts are exceedingly interesting. Of the entire twenty-four chapters it is difficult to tell which is the most attractive one; all must be read to be appreciated. The book is full of historical facts of much value. It is tastefully bound in light brown, with black designs and gilt letters; the paper and type are of the best kind.

THE GENESIS OF SCIENCE. By Herbert Spencer. Humboldt Library. New York: J. Fitzgerald. 15c.

This is one of the series of works by well-known authors that the publisher is issuing in cheap and convenient form. The author of "The Genesis of Science" has treated in an exhaustive manner a subject that is at present engaging the attention of the scientific world. He starts out with the statement that there has ever prevailed among men a vague notion that scientific knowledge differs in nature from ordinary knowledge. This he deems erroneous and adds that science may be called an extension of the perceptions by means of reasoning. Our first achievement is to foretell the kind of phenomenon which will occur under specific conditions; our last achievement is to foretell not only the kind but the amount. Until knowledge assumes a quantitative character it is necessarily confined to the most elementary relations. Some of the errors of Hegel and Comte are pointed out, and then the author adds that the progress of science is duplex: it is at once from the special to the general and from the general to the special; it is analytical and synthetical at the same time. Classification is formed not only by grouping together things that are like, but the classes and sub-classes are formal according to the degrees of likeness. The various stages of the evolution of science are dwelt upon at considerable length. The same volume also contains "The Coming of Age of the 'Origin of Species,'" by Prof. Huxley.

AN ESSAY ON MAN. Moral Essays and Satires. By Alexander Pope. Cassell & Co., Limited, 739 and 741 Broadway, New York. 192 pp. 10 cents.

The first design of the Essay on Man arranged it into four books, each consisting of a distinct group of epistles. The first book, in four epistles, was to treat of man in the abstract, and of his relations to the universe. That is the whole work as we have it now. The second book was to treat of man intellectual; the third book of man social, including ties to church and state; the fourth book, of man moral, was to illustrate abstract truth by sketches of character. This part of the design is represented by the moral essays, which four consist of two pairs, one pair is on the characters of men and women, the other pair shows character through a right or wrong use of riches. Pope's satires still deal with characters of men.

UTAH. Rand, McNally & Co.'s Indexed County and Township Pocket Map and Shipping Guide of Utah. Chicago and New York: Rand, McNally & Co., Map Publishers and Engravers. 25 cents.

This map is accompanied by a new and original and ready reference index, showing in detail the entire railroad system, as well as all the geographical features of the territory. The special features of this pocket map are locating the particular division of railroad upon which each station is situated, the nearest mailing points, showing money-order post-offices, telegraph stations, and other points of special interest and information. The population is given according to the latest official census. The map is beautifully clear and the type distinct.

OFFICIAL MAP OF THE INDIAN TERRITORY. Rand, McNally & Co. Chicago and New York. 25 cents.

All towns, villages, rivers, military reservations, Indian reservations, railroads, mail service, and the correct boundary lines of the Oklahoma country are laid down. This is a large and very beautifully colored map.

WALLINGFORD: A Story of American Life. Philadelphia: J. B. Lippincott Co. \$1.25.

This is the story of a proud, ambitious, self-sufficient young man, who has yet a sense of right and a respect for righteousness that points his aim toward being both great and good. In the attempt to serve God and Mammon, he meets with the usual trials and disappointments, and with some experiences which are rather out of the usual course.

There is, to be sure, an under-plot of love which is rather spasmodic and peculiar, and puzzles the reader as to who is really in love. However, the gradual development of the story, clearly matters up, and things come out at the end not exactly "all right," but with a certain climax of emotion which has the effect of a benediction; so that the reader feels free to take his hat, go thoughtfully home and ponder on the moral lessons which have been expounded.

INDEXED COUNTY AND TOWNSHIP POCKET MAP AND SHIPPER'S GUIDE OF LOUISIANA. Rand, McNally & Co., Chicago and New York. 25 cents.

The entire railroad system of Louisiana is given in this map, with cities, towns, post-offices, railroad stations, villages, counties, islands, lakes, and rivers, with population given according to the latest official census. These maps, as prepared by Rand, McNally & Co., are among the best maps now published, and for convenience of use they are unrivaled.

THE EARL OF CHATHAM. By Lord Macaulay. 192 pp. 10 cents.

NATURAL HISTORY OF SELBORNE. Vol. I. Natural History of Selborne, Vol. II. 192 pp. each. 10 cents each.

TRIPS TO THE MOON. By Lucian. 192 pp. 10 cents. Cassell & Co., 739-741 Broadway, New York.

These volumes of the Cassell National Library, in uniform size and binding, contain, as is often observed, some of the very best of our literature. In this simple and cheap style, we can now have some of the ablest and most entertaining reading.

"The Natural History of Selborne" is a series of letters addressed to Thomas Pennant and the Hon. Daines Barrington, from the Rev. Gilbert White, A.M., and written in the middle of 1700. These letters contain a great deal of useful information on the natural history of the region, southern England.

Lucian's "Trips to the Moon" are from the Greek. The little volume is divided into "Instructions for Writing History," "The True History," "Icaro-Menippus," a dialogue carried on between Menippus and a friend. This dialogue contains a great deal of wit and humor. It is entitled, "Above the Clouds."

A PLAYWRIGHT'S DAUGHTER. A Novel. By Mrs. Annie Edwards. 15 pp. 8 cents.

SIR NOEL'S HEIR. A Novel. By Mrs. May Agnes Fleming. 14 pp. 3 cents.

HOLLOW ASH HALL. A Novel. By Margaret Blount. 16 pp. 3 cents.

A BARTERED LIFE; OR, CHARYBDIS. A Novel. By Marian Harland. 10 pp. 3 cents.

STRANGE CASE OF DR. JEKYLL AND MR. HYDE. A Novel. By R. L. Stevenson. 11 pp. 3 cents.

These stories are published by F. M. Lupton, 63 Murray St., New York, in the Leisure Hour Library, and form pleasant reading for a quiet day. "The Strange Case of Dr. Jekyll and Mr. Hyde" is without doubt the strangest story, although it may be an utter impossibility. "Sir Noel's Heir" has an attraction all through. "Hollow Ash Hall" is a haunted house story, and a good one. "A Playwright's Daughter" is the history of a step-mother and daughter, forming a pleasant, light story. "A Bartered Life," by Marian Harland, is the narration of a marriage of convenience without love, and its sad consequences.

OUTLINES AND DRAWING IN PHYSIOLOGY. By W. N. Hull, A.M., Professor in Iowa State Normal School. Cedar Falls: Gazette Printing House.

This small volume will be found of great assistance in teaching children an interesting and useful branch, and at the same time instructing them in drawing. The aim has been to make brief statements of facts, not to give suggestive key-words requiring voluminous text-books. Vivid sections, the author says, are cruel; dissections are disagreeable; drawings are clean, pure, and elevating. It is evident, then, that the best method of teaching physiology is by outline drawing. Such directions are given with the drawings, that one, without any previous instruction, may take up this book and trace the outlines with a fair degree of accuracy. With the aid of this book a teacher who possesses tact can, without doubt, made the study of physiology a very fascinating one.

INTERMEDIATE ANATOMY, PHYSIOLOGY, AND HYGIENE. A Revision of Calvin Cutter's First Book on Anatomy, etc. by John C. Cutter, B.Sc., M.D. Philadelphia: J. B. Lippincott Co. 221 pp. 50 cents.

If the sales of a work are the index of its merit, Cutter's Physiology may be considered to possess it in the greatest degree. It has been translated into six languages among native scholars and missionaries, besides other Oriental dialects, and has been prepared in raised letters for the blind. In this, the revised edition, only such parts have been excluded as do not meet the claims of advanced science. The chapters on anatomy have been but slightly changed, while those on physiology and chemistry have been brought up to the present standard of these sciences. One excellent feature of this book is that the effects of alcohol, tobacco, and opium on the structure, functions, and health of the entire body is treated from a scientific standpoint in each chapter. Another feature equally practical and excellent are the chapters on foods, beverages, the home, and emergent cases, while experiments, with directions for their use, on the living body and for the dissection of small animals, such as the dog, rat, etc., are found in the revision. Scattered all through the book are illustrations fully explaining their purpose. Instructions to the teacher are found in the Preface, in regard to what apparatus is needed in making the experiments given. They are of the very simplest kind. The make-up of the book is good,—a neat binding in brown and black, good paper and clear type.

REPORTS.

REPORT OF THE BOARD OF EDUCATION OF CAMDEN, N. J. 1887. Martin V. Bergen, Superintendent.

In this city there are three classes of certificates granted, the requirements for the first class being proficiency in fourteen subjects—including theory of teaching, drawing, geometry, and general history—and at least three years' experience in teaching. For the second class the requirements are smaller percentages in these studies, and for the third class smaller percentages and fewer subjects. The salaries are graduated from those of the district principals,

who receive \$1,600 per annum, to those of the third assistants in girls' primary schools, who receive \$315. New appointees, having no experience as regular teachers, receive \$250 the first year, \$385 the second year, and the third year the salary attached to the position. From the report it appears that the schools are well graded, and considering the requirements for entering the teachers' ranks, some excellent work ought to be accomplished.

ANNUAL REPORT OF THE PUBLIC SCHOOLS OF MADISON, Wis. 1886. William H. Beach, Superintendent.

The unusual growth of the city during the year caused a corresponding increase in the school population. The census showed 2,138 children between the ages of seven and fifteen, and 1,830 between those ages attended school. This increase caused great crowding in some of the schools, and the pupils therefore lost some of the advantages they would otherwise have enjoyed. In some cases the schools were divided, half attending in the forenoon and half in the afternoon. Something was done in the way of primary industrial work,—as much as was practicable without special training on the part of the teacher.

The effects of stimulants and narcotics on the system have been taught to the pupils, from the lowest to the highest grades in the grammar schools, in frequent general exercises. The superintendent believes that the organization of a school savings bank would exert a wholesome influence in the direction of practical industrial education. It would furnish practical lessons in economy, as well as in business arithmetic.

LITERARY NOTES.

A German grammar, based on the Public School German Grammar of Prof. Meissner, of Queen's College, Belfast, by Prof. Edward S. Joynes, has been published by D. C. Heath & Co. It supplies the want of a German grammar at once sufficiently elementary and progressive for the beginners, and sufficiently systematic and complete for the advanced scholar.

Early in October Messrs. S. C. Griggs & Co. will publish the sixth volume in their series of "German Philosophical Classics," edited by Professor Geo. S. Morris, Ph.D. Its title will be, "Hegel's Philosophy of the State and of History."

Among those who will contribute to *St. Nicholas* for 1888, are Joel Chandler Harris, John Burroughs, Frank R. Stockton, H. H. Boyesen, J. T. Trowbridge, Col. Richard M. Johnstone, and Louise M. Alcott.

The *Political Science Quarterly* for September opens with the second, and final portion of Dr. E. R. A. Seligman's "Interstate Commerce Law." The second paper, which defends pools, and condemns the attempt to suppress them, is likely to attract a large share of attention. Prof. Anson D. Morse discusses the "Cause of Secession." Ginn & Co. are the publishers.

Educators and students will gladly welcome a new edition of "Reminiscences of Friedrich Froebel," by Baroness von Marenholz-Bulow, as translated by Mrs. Horace Mann. In this work published by Lee & Shepard, the theories of the great author and teacher of kindergarten methods, and his manner of imparting them to others are strikingly set forth.

"Little Polly Blatchley," by Frances E. Sparhawk, is a charming story published by D. Lothrop Company. The narrative of Little Polly's experiences, when from five to thirteen years of age, is very fascinating reading.

Among the works announced for publication by G. P. Putnam's Sons during the autumn season are: "The Dawn of the Nineteenth Century in England," by John Ashton; "Two Years in Europe," by Rodney Gilsan, M. D.; "The Life of Reginald Pole, Cardinal Archbishop of Canterbury," by Frederick George Lee, D.D.; "The Best Reading," a classified bibliography for easy reference, compiled by Lynde E. Jones; "English History from Contemporary Writers," consisting of a series of volumes made up of chronicles, state papers, memoirs, letters of the time, etc.

Volume W of *Wide Awake*, published by D. Lothrop Company, Boston, comes to us in a pretty cover that corresponds well with the contents of this handsome juvenile magazine. It stands in the front rank of publications of its class.

In the list of autumn publications of T. Y. Crowell & Co. are two more volumes of Tolstol's works, "The Invaders," and "A Russian Proprietor"; Hugo's "Les Misérables," in five volumes, and a popular edition of the same work in one volume; Tennyson's Works, in a beautiful eight-volume "Handy" edition; "Boyhood of Living Authors," by William H. Ridings. To the "Red Line Poets" will be added Keble's "Christian Year," Palgrave's "Golden Treasury," "Percy's Reliques," Southey's poems, Lockhart's "Spanish Ballads," and Hugo's poems.

The Thackeray letters, the publication of which in *Scribner's Magazine* has been the literary event of the year, will be issued in book form by the Scribners. A limited edition, of 500 numbered copies, a large part of which Thackeray collectors have secured in anticipation of publication, will also be issued, containing some features of an unusual character.

CATALOGUES AND PAMPHLETS RECEIVED.

Twentieth Annual Catalogue of the Missouri State Normal School, Kirksville, 1886-'87. J. P. Blanton, A. M., President.

Sixteenth Annual Catalogue of the West Chester State Normal School, West Chester, Pa., 1887. Robert E. Monaghan, President.

Manual of Glasgow Normal School, Glasgow, Ky., 1886-'7. R. N. Roark, A. B., President.

Catalogue of Kingsley Seminary, Bloomingdale, Tenn., 1886-'87. Joseph H. Ketron, A. M., Principal.

Thirty-first Annual Catalogue of the Hillsdale College, Hillsdale, Mich., 1886. George F. Mosher, A. M., President.

Catalogue of Pittsburg Academy, Pittsburg, Pa., 1887-'8. J. Warren Lytle, Principal.

Rules and Regulations, Course of Instruction, and Organization of the Meadville (Pa.) Schools, 1887. H. V. Hotchkiss, Superintendent.

Fifty-second Annual Catalogue of the Delaware Literary Institute, Franklin, N. Y., 1886-'87. Charles H. Verrill, A. M., Ph.D., Principal.

Catalogue of the State Normal School, Johnson, Vt., 1887. A. H. Campbell, A. M., Principal.

Houghton, Mifflin & Co.'s NEW BOOKS.

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Our Hundred Days in Europe.

By OLIVER WENDELL HOLMES, author of "The Autocrat of the Breakfast-Table," etc. \$1.50. Dr. Holmes's account of his hundred memorable days in England last year is full of interest, not only for the graceful and impressive incidents it recalls, but for its abundant felicities of thought and expression.

The Gates Between.

By ELIZABETH STUART PHELPS, author of "The Gates Ajar," "Beyond the Gates," etc. \$1.25.

Like the two other stories named here, this relates to the Unseen. It is not a common "ghost" story, or a tale of the supernatural told merely to excite interest; but an exceedingly interesting narrative of the inevitable, giving the possible experience and remedial discipline of a hard and selfish nature in the life after death.

Patrick Henry.

Vol. XVII. of American Statesmen. By MOSES COIT TYLER, author of "A History of American Literature," etc. 10mo, gilt top, \$1.25.

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The September number of the Riverside Literature Series will be particularly welcome, both among teachers and scholars. Its title is "Birds and Bees," and it tells about other animals, too, in that delightful, chatty fashion, characteristic of the author, John Burroughs. It is well fitted for use in the schools, where it is being extensively introduced—as indeed, is the whole series. "Birds and Bees" has an introduction, by Mary E. Burt, of the Jones School, Chicago, Ill., recommending the use of Burroughs in the sixth (fourth reader) grade.

An extra number of the series, prepared by A. S. Roe, principal of the high school at Worcester, Mass., also published in September, contains programs for the celebration of authors' birthdays.

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